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ABSTRACT

This publication presents papers prepared for the National Conference on School-based Decision-making in Sydney, Australia. Papers were prepared by both government and nongovernment school systems in each state and territory of Australia. The aim of this publication is to help school administrators, teachers, school boards, and others involved in school-based decision-making to gain insight into new approaches being adopted in Australian schools. In most cases, the papers deal with the same topics and are organized in the same way so that readers can compare different ideas on the same topics. Topics most frequently discussed include general policy considerations, who should make decisions, decision-making structures, and decision-making regarding areas of curriculum, student assessment, professional staff, ancillary staff, specialist staff, school buildings, school supplies, and finance. (Author/JM)

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SCHOOL-BASED DECISION-MAKING

REPORT
ON THE NATIONAL CONFERENCE
HELD IN SYDNEY
JUNE 1-4, 1977

PART II

Position Papers prepared by the Main Groups of Participants

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FOREWORD

In June 1977 the Schools Commission with State and Territory education authorities jointly sponsored a National Conference on School-based Decision-making.

Representatives from government and non-government education systems and from parent and teacher organisations throughout Australia participated in discussions and exchanged information which helped to elucidate the various questions raised by the ongoing devolution of decision-making to the school level. A report of the Conference prepared for the Commission by Ms Lyndsay Connors, a freelance journalist, was published in February 1978.

This publication brings together papers prepared by both government and non-government school systems in each State and Territory. The majority of papers appear under a common series of headings to assist readers in making comparisons. The papers treat such issues as shaping the curriculum, the roles of professional, ancillary and specialist staff, school buildings and supplies and finance.

The aim of organising the conference and of bringing this information together is to help education administrators, teachers, school boards and others involved in decision-making to gain insight into the various approaches being adopted in schools.

It is an area where the participants are still exploring the alternatives and occasionally encountering problems. The success or otherwise of devolving real decision-making powers to the school level will depend largely on the quality of communication and co-operation manifested at the various levels of the school community. I hope that this publication will assist in bringing the process closer to a satisfactory resolution.

K.R. McKinnon
Chairman

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NEW SOUTH WALES: GOVERNMENT SCHOOLS

1. GENERAL POLICY

1.1 Existing Practice and Attitudes

The election platform of the present Government of New South Wales stated that, 'Labor will encourage genuine decentralisation in education and establish Regional Authorities which will be based on a similarity of community and environmental interests.'

Implied in that policy of the present Government of New South Wales is a greater emphasis on regionalisation of all aspects of government services. In turn the relationship of the individual school to the region will probably be subject to further major developments, in which school decision-making responsibilities may well be extended.

The existing policy of the Department of Education is one of general decentralisation and devolution of appropriate decision-making functions to regions and to schools. The basic philosophy is that, within broad guidelines from the Centre, decisions should be made as close as possible to those most affected by them.

In New South Wales, the role of the school in making decisions is best considered in the context of the three-tier administration which is being developed within the Department of Education.

At the Centre, decisions are made concerning general policy in a number of areas such as curriculum, personnel, services and properties. There is broad monitoring for the assessment and reformulation of policy and for purposes of ministerial and public accountability. Overall budget considerations including relations with the State Treasury and Federal authorities will remain Central functions, as will those research, servicing and support activities which are most effective when centralized.

Regions are concerned with implementation of general policy and with day to day administration at Regional level. They conduct ongoing evaluation of the effectiveness and relevance of implemented policy, advising the Centre of suggested modifications. Regions are involved in the corporate planning of activities and new initiatives.

Devolution to school level in decision-making is not new but has gained impetus over the last five years in a number of areas of administration including personnel, maintenance of properties, finance and, especially, curriculum. Documents relating to curriculum policy and

developments are discussed below in more detail.

School principals have some latitude, within general formulae and guidelines for deploying school personnel and for allocating increasing proportions of school funds.

Factors affecting or limiting the degree of devolution to school level that may be achieved are

- Government policy on particular matters, especially in regard to the allocation of funds,
- constraints contained within the Audit Act, Regulations under the Act and Treasury Instructions as they relate to the application of public moneys for disbursement at school level,
- in respect to the appointment of additional staff in various categories, constraints imposed by the State Public Service Board as to staffing establishments and reflected in the ability, or otherwise, of the school to accept increasing responsibilities,
- the attitude of the public generally or in the locality serviced by the individual school,
- the acceptance by the relevant trade union organisations of any decision affecting, or seen to affect, the working conditions of its members,
- the final acceptance by the Minister for Education of responsibility for decisions taken and his accountability to Parliament and the electorate.

1.2 Past and Future Trends

Policy has developed and evolved over recent years rather than changed dramatically. The general direction has been constant, detail and the pace of development changing in recent years. In 1972 a statement concerning primary schools noted that 'Each school in the State has its own specific aims and objectives (and) in recent times principals and teachers have ..... formulated their own courses and allocated time and emphasis as they deemed such to be educationally desirable.'

By 1976 a revision of the Department's *'Manual of Advice on Assessment of Teachers and Evaluation of Schools'* was able to state clearly that 'The principal and staff will formulate aims and objectives particular to the school and keep them regularly under review'. Plans for the future entail greater devolution of decision-making to schools themselves - again as part of a continuing process. There

is no actual legislation and there are no available official reports on the subject.

However, identifiable trends include extended freedom for the principal to vary staff requirements and to deploy staff within establishment and the inclusion of still further particular funds or supplies in the general grant, to be allocated at the discretion of the school. Another trend is for the principal increasingly to involve other staff in the decision-making processes.

2. THE SCHOOL: WHO MAKES THE DECISIONS?

The degree to which the various groups listed *can* at present participate in decisions made at school level depends largely on the attitude, philosophy and leadership/management style of the principal. As many decisions - school policy, curriculum detail, deployment of personnel within an establishment, allocation of available resources - have been passed down from the Centre to the Region to the School with the independence of the principal fostered, it is up to the principal to decide on the role each group may have in contributing to decisions.

2.1 Participants in Decision-making at School Level

a) *Principals.* In the absence of a corporate or collegiate structure at school level the principal holds final responsibility for decisions made in the school. Principals may choose (and a minority do) not to involve others, but it is now the practice to encourage the sharing of decision-making, with development courses for school executives to show the value of this process.

b) *Professional staff.* The large majority of principals do consult with other executive staff and share decision-making with them to some degree either by consultation or delegation. Within sub-sections of a school (e.g. Science Department or Infants Department), the head of the section and teachers within it usually make decisions at the level of that sub-section. It is not usual for assistant teachers to participate in decision-making beyond their own sub-section of the school. Some teachers have little say beyond their own classroom.

c) *Other staff.* Little or no participation except in the most informal way.

d) *Parents, community.* To date very little part in school decision-making. Some parent groups show an interest but do not have appropriate machinery or sufficient encouragement to participate. In New South Wales there is some, but very little, community participation in decision-making. The practice of seeking the views of parents on school policies and programmes is growing, but slowly, and any action depends on the particular, personal view of the principal. Many parents are fearful of being seen as stirrers or as interfering in the province of the professional. Many principals are reluctant to involve parents because of apprehensions of 'lay interference', or concern that industrial action may result because of earlier union opposition.

e) *Students.* It has been the fashion over the last decade or so to set up school or student councils or committees, especially in secondary schools. This has sometimes been accompanied by a decline in prefect systems. These student councils provide a forum for discussion of issues and a means whereby student requests and advice can be passed on to the principal. Some student councils are given limited executive functions. many have quite limited and circumscribed roles.

2.2 Structures for Decision-making

a) *Secondary schools.* Structures within secondary schools are frequently the traditional, pyramidal arrangement of 'faculty' or sectional staff meeting and then the executive or 'masters' meeting. In a few cases teacher representatives have been invited to participate in 'executive' meetings. Full staff meetings are held, but because of large staff size and limitations of time these are frequently passive gatherings for the giving of information to staff.

In some secondary schools curriculum committees representing the different subject faculties are being established to develop school-based curricula and to work with regional curriculum committees. These committees comprise nominees of the principal or representatives of faculties requested by the principal. New, ad hoc, combinations of staff are often set up as part of the developing school appraisal programme, for example, a meeting of all probationary teachers, of form masters/mistresses, of those who share some particular range of extra-curricular duties - but these *are* ad hoc, usually organised by the visiting inspector and they are ephemeral.

b) *Primary schools.* Primary schools are smaller and the general staff meeting remains the basic structure for teacher participation in school decision-making. These meetings are held weekly or fortnightly. In addition, large numbers of primary schools have subject committees to work within the school and/or committees to work with regional curriculum committees. These have important roles in communicating initiatives, establishing structures and so on. Normally these committees are developed at staff meetings and therefore comprise interested volunteers. Inter-committee consultation is common.

Not all primary schools have the above type of participation - the range is from no participation to a high degree of involvement. External factors (inspectors, advisers, etc.) are significant in differences between schools in different districts.

c) *Students.* As indicated above, structures exist where tradition and/or the current principal so determines.

d) *Parents.* Attempts to establish formal structures for greater parent/teacher participation in decision-making in New South Wales schools have not been successful. Proposals by the Minister for Education, in January 1975 (then Mr. Willis), to establish a voluntary system of school councils with limited powers and pre-determined parent and teacher and principal representation met with almost total opposition. Large numbers of parent groups opposed the concept. The New South Wales Teachers' Federation effectively boycotted the scheme.

Although, during the two years since the plan was first proposed, there has been a gradual shift in the views of many parents, teachers and principals, no further attempt has been made to establish formal structures. The present Government has as its policy acceptance of school councils if parents and teachers express a wish for them.

Formal structures remain as the Parent and Citizen Association and the Infants School Club. These have a role in decision-making only by invitation of the principal and this is unusual. These bodies do not have as part of their constitution, even an advice-giving role.

It is interesting to note that the district councils of parents and citizens (between school and region in level of operation) have under the Public Instruction Act, the right, inter alia, to 'advise the Minister on all matters (other than staff matters) relating to State schools...'. These councils have, however, not exercised all of the options available to them under this right. In particular advice on curriculum has generally not been tendered.

Some schools in New South Wales have set up informal, 'grass roots', parent/teacher consultative committees with roles that vary from discussion, to organising functions, to political activity on behalf of the school. There are few of these and they are careful not to use the terms 'council' or 'board'.

3. SOME IMPORTANT AREAS: WHO MAKES THE DECISIONS?

3.1 Curriculum

a) *The 'Three-Tier System'* Curriculum policy for this Department is enunciated in the statement on the 'Three-Tier System' recently issued by the Director-General.

In some respects this policy statement recognises existing trends which have been developing for some time. It is, however, future oriented in that it describes a situation which has not yet been fully realised.

Regional offices are assuming an ever more active role in curriculum development and school staffs are assuming greater responsibility in curriculum decision-making. The process is, however, evolutionary rather than revolutionary and the pace is steady rather than rapid.

Important factors in the trend towards greater school autonomy in curriculum have been the *Statement on the Aims of Secondary Education*, the *Interim Statement on the Aims of Primary Education* and the *Base Paper on the Total Curriculum*. These documents also indicate future directions in curriculum generally.

b) *General Curriculum Objectives.* The system aims of education for school children are formulated by the Department of Education for consideration and approval by the Minister for Education. In

secondary education aims are developed in association with two statutory bodies: the Board of Senior School Studies and the Secondary Schools Board.

More specific curriculum objectives stated in official syllabuses and curriculum statements are determined:

i) in secondary education by syllabus committees of the two Study Boards;

and

ii) in primary education by subject syllabus committees of the Department of Education.

Curriculum objectives at school level are formulated by the principal and staff in general accord with system aims and curriculum statements but are adapted specifically to meet the needs of the community in which the school is located.

c) *Syllabus Construction: Flexibility for Schools.* Highly detailed and specific syllabuses are no longer extant. The construction of central syllabuses is undertaken as described in 1 above.

With the exception of certain texts prescribed for external examination purposes in English, Foreign Languages and History (documents only), there is no specification of textbooks.

The growing trend for centrally produced syllabuses to be broad in scope and relatively brief in size allows considerable flexibility at the school level. The use of such flexibility is more apparent at the primary level but the recent elimination of the external examination at the end of Year 10, the issue of the *Base Paper* and the encouragement of the Secondary Schools Board is stimulating innovation and variety in curriculum patterns in the first four years of secondary education. In Years 11 and 12 the restructured curriculum, in particular the introduction of 'Other Approved Studies', has introduced more flexibility in catering for pupil needs and interests. Other Approved Studies are courses initiated and developed by individual schools and the response to this opportunity for more flexible course patterns and for more school initiative in curriculum has been considerable.

d) *Curriculum Change.* The formal decision to revise sections of the curriculum is made by the Director-General in the case of primary education and the statutory boards in the case of secondary education. Such decisions are made, however, on the basis of many factors including new findings from psychological and educational research, new approaches in subject areas occurring both overseas and interstate, and, most importantly of all, changing approaches and thinking by teachers in the field. To a large degree, recent changes in the official 'intended' curriculum issued from the Centre represent the best existing teaching practice in schools.

e) *New Curriculum.* Participation should be seen at two levels. In that central curriculum statements provide a broad framework only, there is considerable and ever increasing participation in curriculum at the school level as the principal and staff develop the details of a curriculum appropriate to each individual school. Greatly increased efforts have been made recently, however, to increase the involvement of teachers in the development of central curriculum statements. Recent primary curriculum statements on Language and Social Studies were issued only after extensive consultation with teachers and administrators throughout the State and following extensive trials.

The current curriculum operations in primary Reading and primary Science are employing an open, interactive, problem-solving style based on a network of regional committees working towards a common goal, the production of a system curriculum statement or 'syllabus'. The network in each case embraces all regions and includes teachers and administrators of all levels, consultants and advisers, tertiary institutions, and parent and community representatives.

This approach is beginning to extend to the secondary level. For instance, the current revision of the Commerce Syllabus (Years 7-10) represents a departure in that it was initiated at a representative conference where ideas and information were sought from teachers from all regions, inspectors, lecturers, parent representatives, and representatives of a wide variety of commercial institutions and associations.

f) *Supervision of the Curriculum.* Schools evaluate their educational programmes in the context of the broad aims, objectives, and policies which

provide a framework for education in this State.

The evaluation by the school is conducted by the principal and staff and is kept under regular review. All aspects of the school's curriculum are subject to this evaluation.

In evaluating the progress made towards the objectives of the school there is appropriate consultation with inspectors and the regional director as needs arise. The regional office ensures that there is a flow of appropriate advice to and from the Centre.

Until 1977 an appraisal of each school has occurred at least once in every six years. This appraisal is conducted by a panel of inspectors and is preceded by a number of inspector-staff consultations over a lengthy period. Individual teachers are not assessed during appraisals.

Reporting following the appraisals is designed to encourage educational growth in the school and the best utilisation of its resources. The report-documents are generally retained in the school.

All schools have access to the help and advice offered by the Teaching Resources Centre, the Inservice Branch, consultants, advisers and curriculum officers. These services are available on request.

It should be noted, of course, that the existence of an external examination for the Higher School Certificate exercises considerable control over the curriculum for Years 11 and 12. To a far lesser extent this applies at the junior secondary level in the subjects of English and Mathematics which are moderated for the School Certificate.

g) *Support and Advisory Services.* Support for school-based curriculum is increasing. Advisory and information services are available from the centrally based Directorate of Studies and from the increasing numbers of advisers and consultants attached to regional offices. Many development courses for school executives now include a component on curriculum development and In-Service Branch, in collaboration with the Directorate of Studies, is developing a

pilot course on curriculum development at the school level. There is, however, a small but steady increase in curriculum support materials developed in regions.

h) *Planned Future Developments.* The 3-Tier Statement represents a blueprint for the future as region and school assume greater responsibilities in curriculum. An overriding implication of the statement is that adequate resources are required at all levels.

It is planned that there will be:

i) adequate central staff available to undertake curriculum research, development and evaluation;

ii) greater co-ordination of all agencies and personnel concerned with curriculum;

iii) an emphasis on improved communication and increased dialogue between Centre and Region;

iv) adequate curriculum, in-service and research staff at regional level;

v) increased opportunities for the development of teacher skills in curriculum development procedures, for the strengthening of teacher abilities to select, adapt and create curriculum materials, and for strengthening skills in interpersonal and intergroup processes;

vi) continued involvement of increasing numbers of practising teachers in devising the 'formal' curriculum;

vii) facilitating the exchange of ideas between schools through the activities of teachers' centres and 'clusters' of co-operating schools.

3.2 Assessment of Students' Achievements

Evaluation of student achievement in Years 11 and 12 is in part effected through an external examination, the Higher School Certificate. From 1977 H.S.C. awards will be based on a composite mark comprising a 50% external examination component and a 50% moderated school estimate component.

From 1977 School Certificates will be based on internal school assessment with state-wide moderation in English and Mathematics.

Determination of standards achieved by students and evaluation of learning progress in primary and secondary schools is effected through the school appraisal system described in 3.1(f) above. If appropriate, the Director-General or regional directors may arrange for surveys of achievement such as the recent ELAN survey in Central Metropolitan Region.

New South Wales has the major role in the development of a national primary evaluation programme. This is developing a range of tests which teachers may use to assess the standard and progress of students in a number of areas.

3.3 Professional Staff

a) *Staffing Levels.* Staffing levels are planned within the context of general Government policy, and are determined jointly by the Department of Education and the Public Service Board after consultation with the State Treasury.

Once Government policies and total staff ceilings are determined, pupil-teacher ratios, staffing formulae and school staffing establishments are determined by the Department of Education.

At the end of each school year, principals submit staffing requests and proposed school organisation for the following year. Before the new year commences, principals in turn are informed of their total staffing allocation, given current resources, and are then generally free to deploy their teachers according to the needs of the school.

b) *Entry to the Profession.* Entry to the profession is open to those who have

i) completed approved courses of teacher training, or

ii) qualified in other education systems and whose overall qualifications meet the requirements laid down by the Director-General of Education. Such new applicants have their qualifications examined by the Classifiers Committee for recommendation to the Director-General on acceptance and status. These applicants too, must be interviewed prior to approval.

The Classifiers Committee is a Ministerial Committee chaired by a Departmental officer. The other members include a representative of

the N.S.W. Teachers' Federation and the principal of a College of Advanced Education.

There is no teacher Registration Board in New South Wales. The Department of Education keeps its own lists and details of teachers approved for teaching.

c) *Selection and Appointment.* School staffs are appointed either by Head Office or a Regional Office of Education. Both agencies similarly select teachers in response to school requests based on faculty needs and/or in response to other specific requests from principals.

Casual teachers, when required to provide emergency relief, are appointed by principals of schools.

d) *Promotions.* The number of promotions positions in a school is dependent on that school's classification in Primary and its size (basically) in Secondary.

The promotion of teachers is determined by the Regional Director of Education in whose region the teacher is stationed.

The Regional Director, in placing a teacher's name on a promotions list, relies on the advice and recommendations of inspectors of schools in the first instance, and may then seek any other evidence he feels appropriate. Teachers are not assessed for promotion unless they request it.

The appointment of a teacher to a promotions position in a school depends on that teacher's seniority on the particular promotions list, and the availability of a suitable position in the schools or localities nominated by the teacher. A committee, on which there is a teachers' elected representative, makes a promotion positions placement.

e) *Salaries, Working Conditions, Superannuation etc.* Since 1970 all teachers in New South Wales are employed by the Director-General under the Teaching Service Act, 1970.

Under this Act, the working conditions of teachers are determined by the Public Service Board after consultation with the Director-General.

Regulations affecting the employment, classification and promotion of teachers, the classification and establishments of schools and the maintenance of efficiency and economy in the Teaching Service on the other hand, are made by the Director-General after consultation with the Public Service Board where appropriate.

Criteria for admission to the State Superannuation Fund or the New South Wales Retirement Fund are determined by the relevant Act of Parliament. The great majority of teachers meet conditions for admission to the State Superannuation Fund.

The salaries of teachers are awarded as follows:

(i) By agreement between the Public Service Board and the N.S.W. Teachers' Federation,

or

(ii) By the New South Wales Industrial Commission on the application of either the Public Service Board or the N.S.W. Teachers' Federation,

or

(iii) By determination of the New South Wales Public Service Board.

f) *Supervision of Teaching Standards.* The principal assesses and reports on the work of teachers on probation, re-employed certificated teachers who were deemed efficient on leaving the service, teachers entering on duty from another authority and candidates for a Diploma in Education or its equivalent.

Teachers are assessed by inspectors of schools when seeking placement on a promotions list, and in any other cases not assessed by principals. Principals may call into question the efficiency of a certificated teacher and that teacher will then be assessed for efficiency by an inspector.

Where inspectors are assessing teachers for promotion there will be consultation between the inspector and the teacher before assessment commences. This consultation will provide opportunity to make suitable arrangements for the assessment including observation of learning in progress.

g) *Professional Development: the Planning of Activities, Selection of Participants.*
Professional development of teachers occupying promotions positions is assisted by Executive Development Courses run by the In-Service Branch of the Department of Education. Regional directors nominate participants for these (management/leadership type) courses in accord with promotion levels and time in the position.

All other in-service and development activities are sponsored by the State Development Committee. Decisions as to the nature of programmes are made by this Committee and by its eleven Regional In-Service Committees. Regional Committees determine participation most often on application by teachers. Individual teachers, schools as units, and outside persons or organisations all may, and do, propose and organise courses and other activities. Each school is entitled to apply for funds each year to mount a within-school or between-school course or activity. All other courses, activities, etc. are open to teachers from all systems.

3.4 Ancillary Staff

a) *Staffing Levels, Selection and Appointment.*
Ancillary staff in schools is appointed on the basis of staffing formulae devised for secondary, primary and special schools. Entitlement is determined on pupil enrolment. While the formulae are prescriptive, secondary principals may elect to substitute one category for another with a portion of the entitlement.

Staffing is determined by the Department subject to the approval of the Public Service Board and Treasury. In determining staff levels the Department has considered recommendations of committees established to report on the provision of ancillary staff in schools (Gleeson, Porter and Richardson Reports) as well as specific needs in schools.

While most of this staff is employed in terms of the Public Service Act, some is engaged under delegated ministerial authority.

Methods of recruitment vary. In large centres of population, applications are invited by press advertisement and selection committees are formed. These include, in addition to administrative personnel, primary or secondary principals, as appropriate. As a result of the interviews

undertaken by the committees, eligibility lists are established from which the Regional Staffing Officer arranged filling of vacancies as they occur. Lists remain current for twelve months.

In smaller population centres each vacancy is advertised and applicants are interviewed by a local committee under the chairmanship of the school principal. The committee then recommends to the Regional Office the appointment of the preferred applicant.

The recruitment policies and procedures which pertain to the Public Service generally apply in the case of ancillary staff in schools. Inherent in this is preference for within-service applicants. Applications for transfer are considered before any position is advertised.

b) *Salaries, Working Conditions and Supervision.* Salaries are determined by the Public Service Board having regard to appropriate awards and the rates payable in the Service generally. Conditions of service and leave entitlement are generally common to the Service. Hours of work are centrally determined. Principals may approve minor variations.

Duties of ancillary staff are, in general, determined by the principal, selecting from a comprehensive list of suggested duties approved centrally. The principal or his delegate is responsible for supervision. In some instances, where a category of staff works in close relationship with a member of teaching staff, that teacher exercises direct supervision, e.g. laboratory assistant. Clerical assistants work under the direct control of the senior clerical assistant.

It is envisaged that when the appointment of Bursars in schools occurs, the supervision of all ancillary staff will become their responsibility.

3.5 Specialist Staff

a) *Teaching Staff.* Resource teachers, remedial teachers, teachers of English as a second language, teachers in special education (teachers of the blind, the deaf, the intellectually and/or physically handicapped, teachers in hospital schools, etc.), all provide support, of some kind, to schools. The

establishment of positions for these types of staff and the appointment to such positions follow patterns basically similar to those for general staff.

Government policy and departmental formulae determine the extent of provision of this type of staff. Allocations of specialist teaching staff to schools is decided in response to applications from schools in the first instance. Because resources are limited, priorities in allocation are determined by Regional Directors in the case of resource and remedial teachers. In other branches of Special Education, staff is appointed on the basis of priorities determined by the Division of Guidance and Special Education.

b) *Advisory Services.* Each Regional Director has a staffing establishment of consultants and advisers. In general these are teachers seconded from schools for a defined period and deployed by the Regional Director on programmes which bring them into direct support contact with schools. The programmes are usually designed from a combination of school request and regional policy. Some advisers are seconded full time, others part time with a continuing, reduced teaching load in the schools. Selection of advisers and means of deployment are decided by the Regional Director.

c) *Guidance Officers, Education Clinic Staff, etc.* These provide a range of support services in a region, usually operating from the region centre. These are not usually teachers and are employed as members of the Public Service. Establishment of positions is a matter of normal negotiation between Department, Public Service Board and Treasury based on need and in the light of Government Policy.

d) *Specialist Support Staff (Non-Teaching).* These include physiotherapists, social workers and speech therapists who may be employed in schools or on itinerant programmes involving schools. Again these are Public Service officers, not teaching staff, but are employed by the Department of Education.

In addition to the above there are certain *non-departmental* specialist staff who provide support services to schools and, in some cases, to other community agencies. The New South Wales Health Commission, for example, frequently locates dental clinics within schools and more often than

not, the community nurse has her/his office/ clinic located within a school.

3.6 School Buildings

a) *Decisions about Major Additions, Renovations.* In N.S.W. decision-making occurs at one or more of three levels

(i) Head Office: Director of Properties and the Properties Division,

(ii) Region: three elements - the Regional Director, the Regional Office Properties Section, and the district inspectors,

(iii) School level: the principal, teaching staff, pupils and parents plus community interests.

Decisions about additions, renovations, rebuilding, extensions, etc. arise as a result of recognition of need. Needs may first be noted by any one or more of the participants at regional or school levels. Usually needs are discussed in the first place by the principal with his district inspector. The Parents and Citizens' Association may have seen the need. Formal requests for attention to needs usually proceed from the local level through the district inspector to the Regional Director and Regional Office. Alternatively it is not uncommon for a regional periodic survey to have identified a need.

At the regional level proposals are reviewed and priorities allocated. Periodically these lists are sent by the Region to the Director of Properties and Properties Division. At this level the extent of available finance is discussed with the Secretary of the Department and an officer designated to help co-ordinate Capital Works projects. With the approximate extent of funds known, the Director of Properties prepares a priority list for the State on an educational needs basis which is then passed to the Secretary of the Department who controls funds allocation.

b) *Building Standards.* These are determined by an inter-Departmental advisory committee consisting of representatives of the Department of Education and the Department of Public Works represented by school architects. The two Departments have organised jointly, a Schools Building Research and Development Group whose research results and recommendations on a wide range of issues, including building standards, are presented regularly

to the Building Advisory Committee. The Schools Building Research and Development Group consults directly with principals and teachers in schools.

c) *Design: Appointment and Control of Architects.* In the first place a Siting Committee from the Centre and regional and local levels of education meet on-site representatives of the Government Architect. A siting report and recommendations are prepared at Regional level of the Education Department and passed through the Centre to the Government Architect's Branch (Schools) where a Development Plan is prepared. The Development Plan is examined by an Audit Group from the two Departments. The audited plan is then referred to the Building Liaison Branch for checking against the approved schedule of accommodation for the project and established standards. Copies are despatched by Liaison concurrently to the Regional Office and principal for examination. At the local level the plan is made available by the principal to teachers and parents and he passes on comments and suggestions as quickly as possible to the Region. The Region examines the local comments and suggestions and those which come from Liaison Branch and applies its own thinking. The plan then returns to the Centre for final overview and reference to the architects for preparation of working drawings and specifications.

Architects within the Department of Public Works are recruited by the Public Service Board of N.S.W. to meet the approved establishment within the Government Architect's Branch. The Government Architect allocates architects to various activities and selects those who will work on schools. Architects work under Section Leaders known as Regional Architects arranged on the same lines as the Education Regions. These persons in turn work under the supervision of the Principal Architect (Schools).

Services of private architects and consultants are often used to assist in preparation of building plans and specifications.

d) *Management of Construction.* Public Works Department's architects, with the assistance of an engineer, finalise specifications and bills of quantity as basis for a final estimate. The Department of Public Works seeks and receives an allocation of funds from its client Department, Education, and proceeds to invite tenders.

When tenders close, Public Works advises the situation and makes a recommendation to accept or otherwise. When the Minister for Education agrees, Public Works issues a letter of acceptance to the successful tenderer setting out the contract conditions of price and time. The contractor has the legal rights to that part of the site needed for construction. No one may enter that part without the contractor's permission; the Building Liaison Officer and the Supervising Architects are obvious exceptions.

Progress payments are made by the Department of Public Works.

Once the building is completed a Handover Committee, having much the same composition as the Siting Committee, meets with the contractor to assess the building's state of readiness. On handover the building is subject to a six months maintenance period. At the expiration of that period, when all parties are satisfied, the building is fully taken over by the Department of Education and final payment to the contractor is made by the Department of Public Works.

The Department of Public Works is recouped by the Department of Education in respect of all expenditure incurred.

e) *Maintenance.* This responsibility is shared between local and regional levels. At the local level the principal has funds for smaller maintenance tasks and uses local tenderers. Special work, e.g. some aspects of lighting, is usually performed by the Building Construction and Maintenance Branch of the Department of Public Works which has decentralised depots throughout the State to serve all the Departments of the State. Sometimes B.C.& M. Branch will itself arrange sub-contracts. Parent representatives are often involved in decision-making (by consultation).

Most significant maintenance is organised by the Regional Administration using various programmes and funds:

(i) Minor Capital Works Programme - annual.

(ii) Regional Maintenance Programme - annual. These programmes are prepared by the Region in consultation with the inspectors and the schools and funds are provided from the Centre.

(iii) The Regional Maintenance Officer and the district inspectors may issue Local Job Orders. Funds are provided from within the Region's allocation.

The Regional administration uses both B.C.& M. Branch and local contracts to have work done.

Cleaning is carried out by teams under the control of a local district Cleaning Supervisor who, in turn, is responsible to the Government Stores Department. Outside work is undertaken by a General Assistant.

f) *Use of School Facilities.* The principal, sometimes in consultation with staff, is responsible for decisions about the use of school facilities outside normal school hours by the school itself. With regard to the use of school facilities by community groups, responsibility rests with the Regional Director, but in the first instance the right to decide on who may use facilities is delegated to the principal. Provision exists for these decisions to be made by School Councils if and when they are formed.

Conditions of use are determined by the principal (council when formed) subject to broad central guidelines and some specific central restrictions.

It should be noted that it is Ministerial policy to encourage use of school facilities as much as possible.

3.7 School Supplies: Books, Materials, Equipment.

a) *Allocation of Funds.* The principal has at his disposal a certain quantity of money obtained from either government sources or from private sources within the school to spend on books, materials and equipment. He also has available to him a fixed amount of credit with the Department to be spent through the annual requisition scheme. In the latter case the credit must be used to purchase items (most of which are equipment) from requisition lists.

However, within these limits the principal of the school decides the amounts of funds which he will allocate to the purchase of books, materials and equipment. Most principals will make this type of decision after consultation with senior members of their staff and also after

obtaining the requirements and needs of the various teachers and/or subject groups on their staff.

b) *Selection of Books, Materials, Equipment and Furniture.*

i) The principal is responsible for the selection of books and materials that are used in his school. In most cases, books and materials will be bought on request of the various class teachers and/or subject departments. In no case in primary schools, and in very few subjects in high schools, are there set texts. However, in some subjects in the secondary curriculum, such as English and the languages, there are set texts which can be quoted in public examinations. This places some restriction on the selection of books which can be chosen by a school. The word 'materials' is interpreted as learning materials other than books. The decision to buy such materials and the selection of these materials is the responsibility of the principal in consultation with his staff members.

ii) The principal is again responsible for the selection of equipment to be used in the school. From requests received from staff members and/or subject departments the principal can decide whether to obtain a certain item of equipment for use in the school.

iii) Nearly all items of furniture are supplied by the Department of Education to schools. There is a great variety of standard furniture and also a code of entitlement for schools and all sections of the school. It is the responsibility of the principal to ensure that he has sufficient standard furniture to complete the code of entitlement for his school. If any additional furniture of another type is required then it is the responsibility of the principal to select this furniture and purchase it from school funds.

iv) With regard to the purchase of equipment there are some restrictions due to bulk buying by Government Stores Department and also because of government contracts which are established. These restrictions apply only in those cases where the school is using public money to buy equipment. When the school is using its own funds which have been privately raised for the purchase

of equipment there are no restrictions placed on the suppliers.

When using public moneys to purchase equipment, a school must purchase from the Government Stores Department if the item they wish to acquire is held in government stock. If there is a government contract for a particular item the school must purchase from the contractor. If the item required falls into neither of these categories the school may purchase on the open market to the value of $250 per item. In the case of an item of greater value than $250 permission must first be sought for the expenditure of public funds on that item.

c) *Standards and Minimum Requirements.* The principal determines the standards and minimum resource levels for books and materials and equipment in his school. There are guidelines made available by the Department to assist principals in determining standards, e.g. the number of library books per student is indicated as a guide to a minimum standard for libraries. The Department also issues a basic equipment code for each subject area in the school as a guide to principals. This describes minimum standards in the various teaching fields.

With regard to furniture, quality is determined by the Department centrally. Standard furniture is used in all schools.

d) *Maintenance of Equipment.* The principal is responsible for the maintenance of equipment in his school but in most cases this equipment is serviced free of charge by some departmental or governmental agency. Audio-visual and electronic equipment is serviced free of charge by the relevant sections of Government Stores Department. The Department also has its own service unit for science equipment which is repaired and serviced free of charge. In like manner there are various government contracts for the repair and maintenance of pianos and other musical instruments.

4. FINANCE

4.1 Extent of Decisions Made at School Level

The size of total government funds over which decisions are made at school level can be indicated as under -

Total Funds -

(i)	School Requisition Scheme	$ 7,502,000
(ii)	Per Capita in lieu of Subsidies	890,000
(iii)	School Maintenance	1,570,590
(iv)	Secondary Text Book Allowances	2,356,000
(v)	Postal Expenses (in Stamps)	820,000
(vi)	Establishment Grants New Schools	640,500
(vii)	Disadvantaged Funds	6,030,000
(viii)	Special Projects	150,000
(ix)	Special Schools	34,420
		$19,992,510

In respect of individual schools the government funds available may be gauged from the following examples:

		Primary School of 800 Pupils	Secondary School of 1,000 Pupils
(i)	School Requisition Scheme Cash Grants to Secondary Schools	$5,510	$8,240
(ii)	Per Capita in lieu of Subsidies	-	600
(iii)	School Maintenance	723	1,450
(iv)	Secondary Text Book Allowance	1,000	1,000
(v)	Postal Expenses	450	510
		$7,683	$19,800

Note: (1) Items (vi) to (ix) shown above have not been included in the individual school assessment as they apply only in the appropriate case on a restricted basis.

(2) In addition to the government funds set out above, each school has other sources of income. These may include:

- canteen profits;
- donations from parent organisations, Service clubs, etc.,
- general service fees paid by students.

Amounts from these sources vary considerably from school to school according to socio-economic factors, etc., and may range from very little to substantial sums many times the government fund amount for that school.

4.2 Restrictions on Decision-making

The degree to which different amounts are earmarked for specific purposes is shown hereunder:

i) The school requisition scheme provides for an allocation to be made to each school based on a school loading plus a per capita rate. Principals can determine the way in which they spend this allocation but it is restricted to items contained on the requisition list. The items on the requisition list include:

- those in stock at Government Stores Department,
- items to be provided by the Government Printer,
- contract items and various other items such as industrial arts timber, teaching aids, etc.

Cash grants are made to secondary schools to enable principals to purchase items locally according to the specific urgent needs of the school.

ii) The per capita grant in lieu of subsidies is provided mainly for the purchase of library books but funds may also be applied to the purchase of certain specified items of equipment, such as radios, pianos and projectors.

iii) School maintenance grants are made to individual schools to allow minor works to be carried out at the principal's discretion. Grants are recouped at the end of each financial year to the extent only of the amount expended during the previous twelve months.

iv) Secondary text book allowances are paid as a lump sum to each school in accordance with enrolments at the beginning of each year. The per capita rate differs in respect to the year of enrolment and ranges between $4 in Year 7 and $16 in Year 12. This grant must be applied towards the purchase of text books for use by students or offset against a book hiring scheme.

v) Postal expenses refer to the cost of postage incurred by the school. Stamps are issued from the Regional Office and their use is accounted for in a postage stamp book.

vi) Establishment grants for new schools are made prior to the commencement of the first year of operation and represent both a cash grant and an additional allocation for a school requisition. The cash grant varies between $19,000 for a primary school and $59,000 for a secondary school and may be spent on library books, text books, resource materials and equipment, according to the principal's wishes.

vii) Disadvantaged funds are distributed on a State-wide basis to schools which have been classified in this category. Regional Offices make the distribution, which may be additional staff or cash grants. The latter may be expended by the principal in accordance with the guidelines previously laid down by the Regional Disadvantaged Schools Committee.

viii) Special projects are funded from Commonwealth moneys and represent cash grants to individual schools. Expenditure is restricted to the particular project concerned.

ix) Special schools receive a cash grant of $4,000 on establishment plus a further grant in respect of each class involved. These grants are used to purchase equipment, library books, text books and resource materials. Thereafter the annual requisition scheme is used as a means of providing stationery, stores, equipment, etc.

In respect of the funds already detailed under 1 and 2 above, the following restrictions are placed on expenditure of those funds:

i) The cash grant issued to secondary schools in addition to the annual requisition can only be used to purchase items in contract, in stock at Government Stores Department, or on any item outside those categories up to a limit of $250.

Public Service Board regulation restricts the purchase of items outside contract or Government Stores Department.

ii) The per capita in lieu of subsidies grants are used mainly for the purchase of library books which can be obtained at the discretion of the principal. Any equipment purchased under this grant must be obtained from the appropriate contractor.

iii) The expenditure on school maintenance is subject to at least two tenders being obtained for each job, except in the case of urgent minor works of $20 or less.

iv) New school grants are restricted to purchase from Government Stores Department stock items, the appropriate contractor, or up to a limit of $250 from an outside source.

v) Cash grants issued from Disadvantaged funds, for special projects or to special schools are

subject to the same conditions as indicated in (i) and (iv) above.

4.3 Control and Support for School Financial Operations

When funds are issued, either by Head Office or the Regional Office, they are placed under the control of the school principal. He normally has a clerical assistant assigned to the task of keeping accounts records and preparing returns for the appropriate office in accordance with Treasury Instructions and Audit Regulations.

Examiners of School Accounts maintain supervision over cash grants which have been issued to schools and check to see that expenditure has been incurred in accordance with the purpose of the grant and, of course, that Treasury Instructions and Audit Regulations have been adhered to.

Cash grants to schools are mainly distributed by Regional Offices and the expenditure is recorded eventually at Head Office under each appropriation involved.

In the case of school maintenance grants, schools are given a cash grant which is recouped by the Regional Office each year only in respect of the actual expenditure so that the grant is restored to its original amount.

School requisitions are checked at Head Office as to entitlement and to ensure schools are not incurring expenditure in excess of the allocation.

Examiners of School Accounts are attached to each Regional Office and carry out an inspection of all school accounts. These officers concentrate on cash grants issued to schools and see that expenditure has been incurred in accordance with the purpose of the grant and Treasury Instructions and Audit Regulations.

Secondary text book allowances are based on a claim lodged by the principal to Head Office indicating the enrolments in each year and the rate of allowance applicable to that year. The total allowance is paid to the school by cheque and is accounted for in the usual way through the school grants account.

NEW SOUTH WALES: CATHOLIC SCHOOLS

1. GENERAL POLICY

1.1 Existing Practice and Attitudes

The Catholic Education Commission, New South Wales, is committed to the existing structures in Catholic schooling which provide for a considerable degree of school-based decision-making.

At the same time the Commission acknowledges that certain policy and administrative decisions must be made outside the school at the Order, Parish, Diocesan and State levels.

Regardless of the level at which decisions are made, the Commission observes and supports the trend towards collegial rather than autocratic decision-making processes.

The basic unit of organization in Catholic schools is the Diocese.

An increasing number of Dioceses have a Diocesan Education Board or its equivalent, which influences policy at Parish, Diocesan and State levels.

Within each Diocese, schools fall into one of a number of categories, viz:

a)	Parish Primary	(Mostly Yrs. K-6)
b)	Parish Central	(Mostly Yrs. K-10)
c)	Parish Secondary	(Mostly Yrs. 7-10 or 7-12)
d)	Regional Primary	(Mostly Yrs. K-6)
e)	Regional Secondary	(Mostly Yrs. 7-10 or 7-12)
f)	Order-Owned Primary	(Mostly Yrs. K-6)
g)	Order-Owned Secondary	(Mostly Yrs. 7-10 or 7-12)
h)	Special Schools	

An increasing number of schools have Boards of Management, School Councils, School Committees or the equivalent which influence policy at School, Parish, Regional, Order, Diocesan and State levels.

2. THE SCHOOL : WHO MAKES THE DECISIONS?

2.1 Participants in Decision-making at School Level

A wide variety of participation exists at present. Some principals invite little participation whilst others rely heavily on the collegial approach in respect of most issues.

Issues considered to be of vital concern to significant groups, e.g., non-professional staff, parents and community students, etc., will often be decided only after consultation with these special interest groups.

2.2 Structures for Decision-making

In most schools decisions in respect of finance, school requisites, building priorities, staffing, standards and curriculum are made by the principal after consultation with various groups such as Parish Priest, parents, staff, parents and friends, school board, student council, members of School Executive, members of the community.

Where no formal structures exist for participation, decisions tend to be made by the principal alone or the principal in consultation with a key person or persons.

3. DECISION-MAKING IN PARTICULAR AREAS

3.1 Curriculum

a) *General Curriculum Objectives.* The aims of education as well as more detailed curriculum objectives, are formulated by each school (parents, staff and principal) influenced by general statements by Church (State, Diocesan, Order and Parish) and Department of Education (N.S.W.) authorities.

The degree of participation in determination of curriculum objectives by staff, parents, Parish Priest, Order, school board or council and wider community, varies considerably from school to school.

b) *Syllabus Construction.* Apart from certain texts prescribed for external examinations, there is no specification of texts.

c) *Supervision of the Curriculum.* Supervision over the curriculum is exercised primarily by the school staff, but may be aided by Diocesan, Order and Parish personnel from time to time.

d) *Support and Advisory Services.* Advisory and information support is being increasingly provided from Order and Diocesan authorities for school-based curriculum development. This support is often based on release of teaching personnel for short periods.

3.2 Assessment of Students' Achievements

Apart from external examinations requirements of the Secondary Schools Board and the Board of Senior School Studies, standards achieved by students and evaluation of learning progress is effected by the school staff. In some cases standardised testing services are provided by the diocese.

3.3 Professional Staff

a) *Staffing Levels.* Staffing levels are determined within the budget constraint by diocesan authorities (with supplementation by some Parishes) in the case of system schools and by the principal and/or school board or council in the case of non-system schools.

Considerable variation exists from diocese to diocese, parish to parish and school to school in respect to staffing policy. In many cases Principals operate within a budget constraint only, in other cases both a budget and an establishment constraint exist.

Qualifications for employment vary from diocese to diocese and, in the case of non-systemic schools, from school to school.

b) *Selection and Appointment.* School staffs are selected by the principal (in some cases assisted by the Parish Priest, board or council) and appointed by the Diocesan Director, or in some cases by the Principal.

c) *Salaries, Working Conditions, Superannuation, etc.* Salaries and conditions are set out in *The Teachers (Non-Government and Pre-School)(State) Award.* Superannuation is not covered by the Award, but is often provided by individual schools or dioceses.

d) *Supervision of Teaching Standards.* The educational practice and programme in a school are under the direct supervision of the principal.

e) *Professional Development.* Activities for the professional development of teachers are organized at various levels, viz., within the school; between schools, district, regional or diocesan, and State. Some activities are teacher initiated, others are principal, diocesan or State initiatives.

3.4 Ancillary Staff

Ancillary staff is usually selected and appointed by the principal. The principal is sometimes assisted in the selection by the Parish Priest, board, council or committee. Ancillary staff is usually supervised by the principal.

3.5 Specialist Staff

These persons are rare in Catholic schools. They are usually selected and appointed by the order or diocesan authorities to provide services to a number of schools. Such services are provided in response to an observed need usually after consultation with the schools concerned.

3.6 School Buildings

a) *Decisions about Major Additions and Renovations.* Parishes make their own decisions about provision of new places, major alterations or renovations. Usually such decisions are made jointly by the principal, Parish Priest, and School Board or Council. In some cases the decision would be taken by the School Board alone. Decisions are made by the Religious Order in the case of Order-owned schools.

b) *Building Standards.* Both Parish-owned and Order-owned schools make their own decisions about building standards. Decisions are influenced by diocesan, Order and Schools Commission minimum guidelines.

c) *Design, Appointment and Control of Architects.* This is generally handled at the school level although there are varying degrees of influence by Order and diocesan authorities.

d) *Management of Construction.* Management of construction in diocesan system schools is the responsibility of the Parish Priest. In other schools the principal or board is responsible.

e) *Maintenance.* The maintenance of school buildings is a school/parish responsibility.

3.7 School Supplies: Books, Materials, Equipment etc.

The school principal is responsible for these matters though he/she most often has to operate within a budget constraint agreed between the Parish Priest and/or School Board, Council or committee and the principal.

4. FINANCE

Minimum resource use is decided by the school principal in consultation with the school board, council or committee and/or the Parish Priest. Fees are set at school or diocesan level. The degree of financial centralization of recurrent operations varies from diocese to diocese and Order to Order.

VICTORIA: GOVERNMENT SCHOOLS

1. GENERAL POLICY

1.1 Existing Practice and Attitudes

The Education Department has initiated and encouraged devolution of decision-making to the school level in most areas with the exception of professional staff (teachers) appointments. An extension of this aim in the buildings area is to decentralize to the regional level with a facility for representative participation (e.g. Priority Review Committees) and similarly provide avenues for representation centrally (e.g. Building Council and Advisory Committee to Building Council).

1.2 Changes and the Future

The most significant changes to implement this policy were provided by the *Education (Schools Council) Act, 1975*. With the assistance of funds from the Schools Commission Special Projects Program, a research project has been commissioned to evaluate aspects of the reorganization of School Councils. The School Councils Act provides for school councils and municipal councils or public statutory corporations on behalf of school councils to enter into contracts for approved building work.

These rights are currently being exercised by some schools entering into contract for small projects and by municipal councils entering into contracts in the case of some joint Education Department and local community contracts. The number of projects handled in this manner will probably increase in the future.

1.3 Regional Developments

The building function, In-Service Education Committees, and the Supplementary Grants Program are based in the 11 Education Regions. A number of curriculum support agencies, involving regional and district consultants, relieving teachers and specialist advisory teachers (music, art/craft, physical education) continue to be appointed. Mobile school libraries are shared between groups of small rural schools, while Education Centres and teachers' centres form important elements in the in-service education of teachers and the involvement of the local community.

The building function has achieved significant decentralization in decision-making. Regions now determine the

scope of major building projects (each $50,000 and above), and set priorities and individual project budgets. Minor projects (each below $50,000) are managed entirely by the Regions within the overall scope of a Regional Budget.

Schools determine the basic building brief, being based on the education specification for the school, with expert advice from Public Works Department, Divisions and the Facilities Planning Unit of Planning Services Division.

Established schools operate against a school level of furniture budget, selecting their needs from a catalogue of standard and preferred items. Schools will also be able to order non-catalogue items against their budget.

2. THE SCHOOL: WHO MAKES THE DECISIONS?

2.1 Participants in Decision-making at School Level

The school council is the formal agency for school level decision-making with powers that are specified in the Education (School Councils) Act. However, numerous opportunities are also available for participation by various groups.

a) *Principals.* The principal, in conjunction with the school council, is responsible for the formulation of a budget, repair/extension submissions to the Regional Priorities Review Committee and the carrying out of minor repairs and renovations to facilities as well as the designated facilities of a new school. While it is Departmental policy that participation occurs in decision-making, there is a wide variation in practice. Traditionally, the principal exercised a high degree of control over school policy, general curriculum objectives, processes and content. However, decision-making in these areas increasingly involves the principal in discussion with co-ordinators, other teaching staff, parents and students.

b) *Professional Staff:*

i) Classroom Teachers:

Decision-making increasingly involves classroom teachers in the formulation of school objectives into teaching strategies, content and evaluation. In some cases, classroom teachers may be members of school councils or auxiliary committees and participate in finance, buildings and other general decision-making.

ii) *Support Service Teachers:*
Consultants, advisers, consultative inspectors and Special Services Division personnel participate in school decision-making indirectly through the conduct of in-service education, the provision of advice on resources and teaching strategies, and the production of curriculum guidelines.

c) *Other Staff (Ancillary Staff).* Limited avenues exist for ancillary staff to participate in decision-making, although such participation would usually depend on the principal. Some ancillary staff may be members of the school council.

d) *Parents.* Parents may participate in decision-making related to the determination of general school policy through election to the element of schools councils. Parents' association members sit on Sub-Regional and Building Priority Review Committees, on the Advisory Committee to the Building Council and on Supplementary Grants Area Committees. Parents through informal contact with teachers can advise and receive advice on specific curriculum matters affecting their children.

e) *Community.* There is provision for representation of 'persons with special interest' and municipal representatives on many school councils, particularly in secondary schools. Community representation occurs on Building Priority Committees in the form of business people, municipal council members, and unions.

f) *Students.* On some councils at secondary schools students are full voting members. Student Representative Councils through which students may communicate with the decision makers and/or participate in the decision-making process, exist in some secondary schools.

g) *Some Examples of Joint Decision-making Ventures.*

- Area and Regional Committees of the Disadvantaged Schools Program;
- Language Project (Preston Region) - 3 government and 1 Catholic schools combining on $50,000 Schools Commission project;
- Regional In-Service Committees;
- Building Priority Review Committees;
- Liaison Committee Projects.

2.2 Structures for Decision-making

a) *School Level.* At the school level, the structures for participation include the school council, council sub-committees, parent clubs, staff meetings and social clubs. Subject and form-level committees, School Aptitude Assessment Panels and Special Duties Allowances Committees also operate at the secondary level. Assessment panels including teaching members operate in primary schools. School-based in-service educational programs also function. Community use of school buildings is a matter for school councils.

b) *Regional Level.* At the regional level structures exist in at least three major areas - Regional Priority Review Committees (Buildings), Regional In-Service Education Committees and Area/Regional Committees of the Supplementary Grants Program.

c) *Central Level.* At the central level there is a comparable structure to that existing at the regional level for teacher, parent, school and principal organization representatives in buildings (the Advisory Committee to the Buildings Council), in-service education (Victorian In-Service Education Committee) and the Disadvantaged Schools Program (Supplementary Grants Committee). Avenues for participation in decision-making at central level also exist in a wide range of curriculum, advisory and consultative committees, for example the Curriculum Standing Committee on Primary Education, the Advisory Council on Special Education and the Victorian Institute of Secondary Education.

3. SOME IMPORTANT AREAS : WHO MAKES THE DECISIONS?

FUNCTIONAL AREA	FORMAL RESPONSIBILITY	ACTUAL DECISION POINT	PARTICIPATION	NOTES
3.1 Curriculum				
a) *General Curriculum Objectives*				Standing Committees advise (primary) and regulate (tech.) school curricula. The Victorian Universities Schools Examination Board (V.U.S.E.B.) operates in the secondary areas for Year 12 only Subject committees (secondary) may also exercise considerable influence on curriculum objectives.
i) system level	Minister & Director-General	Director-General	Policy Committee	
ii) school level	Principal	Principal	P or PIC or SC	
b) *Syllabus Construction and Specification of Textbooks*	Subject co-ordinator and teacher.	Subject co-ordinator and teacher.	Subject co-ordinator and teacher.	Indirectly: V.U.S.E.B. for Year 12. National Curriculum Committees such as N.C.S.S.T., C.D.C. in the production of resource materials such as SEMP, ASEP.
- school level	Subject co-ordinator and teacher.	Subject co-ordinator and teacher.	Subject co-ordinator and teacher.	
		State Curriculum Development units such as the Special Education Units, Curriculum & Research Branch, Music Branch.		
				V.U.S.E.B. for Year 12.
		Secondary Board publishes in the Education Gazette a list of recommended textbooks. Textbook recommendations are inclined to be accepted. These may come from subject inspectors influenced by subject associations and standing committees.		
				Note initiatives of S.T.C. group of 8 schools in secondary (refer V.S.T.A. resource material 10).

FUNCTIONAL AREA	FORMAL RESPONSIBILITY	ACTUAL DECISION POINT	PARTICIPATION	NOTES
c) *Flexibility in Curriculum* : allowed : actual	See note in Column 5			Flexibility in curriculum depends strongly on the experience of teachers, the availability and usefulness of consultants and in-service education, the staffing ratio for the school and the availability of finance which may be needed to introduce a new program.
d) *Curriculum Change*	Principal	Principal Subject Co-ordinator Teacher	P, PIC	Standing Committee for technical schools controls any changes.
e) *New Curricula*	Co-ordinator and Staff	As for Column 2, together with consultants.	As for Column 3	Indirectly: - subject associations - specialist branches e.g. Music Branch - national project committees.
f) *Supervision of the Curriculum*	Inspectors, Review Boards	Inspectors Review Boards Review Panels	Review Boards in secondary schools often include teachers, parents, academics and community representation. Review boards in primary schools normally consist of an Inspector, but may include other persons by agreement with principal and staff of school being reviewed.	

FUNCTIONAL AREA	FORMAL RESPONSIBILITY	ACTUAL DECISION POINT	PARTICIPATION	NOTES
g) *Support and Advisory Services*	Divisional Standing Committees; Consultants; Curriculum and Research Branch, Curriculum Advisory Board, RISEC.	Standing Committees produce curriculum guidelines; district and regional consultants work with teachers in selecting, adapting and developing detailed programs and in conducting in-service education activities; Curriculum and Research Branch produces curriculum materials; Curriculum Advisory Board produces curriculum discussion papers and provides some consultancy services. Curriculum materials are produced by subject associations and C.D.C. (e.g. SEMP, ASEP). RISEC finances school-based in-service education.	Principal, co-ordinators, teachers, consultants.	
h) *Planned Future Developments*	i) The Victorian Institute of Secondary Education has been established to deal with the question of transition from school to work or further study. One of the issues under consideration is the future of the Higher School Certificate. ii) The Curriculum Services Enquiry Report, released earlier this year, recommended on structures for professional support services at school, district, regional and central levels.			

Note: P = Principal alone
PIC = Principal in consultation with staff
SC = School Council
S = Staff alone

3.2 Assessment of Students' Achievements

Except for the external HSC examinations at year 12 in secondary schools, the form V Technical School examination (some schools participate in a moderation scheme) and the Tertiary Orientation Year assessment for 12th year technical school students, control of standards is a school matter. The Primary Schools Testing Program is conducted every three years in association with ACER This program tests reading and spelling at years 3 and 5. (See Resource Document 17. Victorian Primary Schools Testing Program.) The HSC examinations are controlled by VUSEB. Supervision is carried out only through the process of School Review.

3.3 Professional Staff

a) *Staffing Levels.* The Teachers Tribunal determines numbers in classes of appointment. The Director-General determines temporary teachers where there is a short-fall in the number of classified teachers. Teachers elect a representative from the Tribunal. Provision of staff beyond approval level is made by divisional staffing officers within a total establishment allocated by the Director-General (Assistant Director-General).

b) *Entry to the Profession.* The Teacher Registration Boards for Primary, Secondary and Technical Divisions certify qualifications for admission to the profession. Boards are elected by teachers and principals and chaired by the Divisional director.

c) *Selection and Appointment of Staff.* The Teachers' Tribunal determines numbers in classes of appointment. The Committee of Classifiers makes appointments for classified positions. Legislation provides for the Director or Assistant Director of each of the three teaching divisions to act as classifiers. Staffing Officers select and appoint staff for non-advertised positions. The Committee of Classifiers draws up primary promotion lists and the Tribunal hears appeals.

d) *Salaries and Working Conditions.* Salaries and working conditions are determined by the Tribunal. Superannuation is regulated by the State Superannuation Board.

e) *Supervision of Teaching Standards.* Standards of teaching are supervised in primary by the District Inspector, and in post-primary by Secondary and Technical Inspectors, community representatives and other people involved in education.

f) *Professional Development.* The Teaching Divisions approve study leave for professional development. State and Regional Committees, on which teachers, principals and community members are represented, allocate in-service education funds.

Where representation for schools is available in professional development programs, schools may participate after a decision is made by the principal in consultation with the staff.

3.4 Ancillary Staff

The Minister approves an 'establishment' of ancillary staff for each Division's schools. The school council selects and appoints ancillary staff. The salaries and working conditions of non-teaching personnel are decided by the Public Service Board while Governor-in-Council regulations apply to teacher aides and rural school aides. The school council through the principal supervises their work.

3.5 Specialist Staff

The Teachers' Tribunal determines the types, levels of staffing, salaries and working conditions of all specialist staff.

3.6 Buildings

a) *Decisions about New School Buildings, Major Additions and Renovations (over $50,000).* The Regional Priorities Review Committees (PRRC) recommend priorities for the provision of new school buildings, major additions and renovations to existing schools. The recommendations are made by the RPRC against known regional budget allocations for both major and minor works, to standards advised by the Divisions with assistance of Planning Services and Public Works Department. Regional Building Programs for each financial year are submitted to the Minister for approval.

b) *Design, Supervision and Contract Administration Services.* These services are primarily provided by Public Works Department, in conjunction with Planning Services. Under school councils legislation, the Minister may authorise school councils to appoint architects.

c) *Maintenance and Minor Works (under $50,000).* The RPRC is responsible for determining priorities for the provision of maintenance and minor works at all schools, against a known regional budget

allocation. School councils have funds provided as part of a grant system to enable them to arrange minor repairs.

3.7 School Supplies: Books, Materials, Equipment

a) *Allocation of Funds.* School council is the place where agreement is to be reached on the allocation of the school grant and the use of the Education Allowance (for books and requisites) for specific school purposes, and, possibly, the choice of supplier.

b) *Selection of Books, Materials, Equipment, Furniture.* The principal and staff are responsible for the selection of books, materials and equipment, although larger items may involve school council research and decision. New furniture 'budget' arrangements now involve school councils with an annual budget for replacement and additional furniture.

c) *Restrictions on Suppliers.* Restrictions on supplies of many school requisites (except books) have occurred through Stores Branch and Tender Board Regulations. If furniture is government purchased, P.W.D. provides contractors and makes arrangements for storage. If privately supplied, schools may be authorised to purchase directly.

d) *Standards and Minimum Requirements.* Such agencies as School Library Branch, Inspectors, Public Works Department and the Building Operations Division determine standards and minimum resource levels. Schools have a wide variety of choices to work with in selecting their actual resources.

e) *Maintenance of Equipment.* Maintenance is covered in allocations of the School Grant made through the school council.

4. FINANCE

4.1 Extent of Decisions made at School Level

There is no compulsion on a school council to spend grant funds in accordance with the formulae adopted to determine their allocation. The following table lists the total funds over which decisions are made at school level.

GRANTS TO SCHOOL COUNCILS
FOR THE YEAR ENDING JUNE 30, 1977
$millions

	Primary Schools	High Schools	Technical Schools & Colleges	Special Schools	Total
Quarterly grants	12.6	9.3	1.7	0.6	24.2
Ancillary staff salaries, maintenance and equipment grants	0.1	0.6	43.8	0.1	44.6
Supplementary grants	4.4	1.1	0.6	-	6.1
(a) TOTAL GRANTS	17.1	11.0	46.1	0.7	74.9

	Primary Schools	High Schools	Technical Schools & Colleges	Special Schools	Total
Percentage of total grants to total Divisional recurrent expenditure -					
(b) TOTAL DIVISIONAL RECURRENT EXPENDITURE	$261.7m	$211.8m	$152.7m	$17.5m	$643.7m
% ($\frac{a}{b}$ x 100)	6.5%	5.2%	30.2%	4.0%	11.6%
Percentage of total grants to total departmental recurrent expenditure -					
(c) TOTAL DEPARTMENTAL RECURRENT EXPENDITURE			$796 million		
% ($\frac{a}{c}$ x 100)	2.1%	1.4%	5.8%	0.1%	9.4%

4.2 Restrictions on Decision-Making

a) Public Accounts and Stores Regulations apply requiring competitive quotations, accounts procedures adequate documentation etc.

b) Councils are required to have an audit of their accounts carried out after the end of each calendar year.

4.3 Control and Support for School Financial Operations

School council is responsible for control of its funds. All cheques drawn on council accounts require two signatures: the principal together with the president or other nominated office bearer of the council.

a) *State Level:*

i) Each Division is responsible for deciding the allocation of its budget appropriation for school funds. As from October 1, 1977 all schools grants will be banked by the Department directly to the credit of school council accounts.

ii) The Supplementary Grants Committee is responsible for controlling the additional funding for disadvantaged schools.

b) *Regional Level:*

Finance consultants are available to visit schools to provide advice on procedures, accounting systems etc. Consultants are already in six regional offices and five more will be appointed.

VICTORIA: CATHOLIC SCHOOLS

1. GENERAL POLICY

1.1 Existing Practice and Attitudes

All Catholic schools are independent units. Each school is autonomous in its own right though the exercise of this autonomy varies both as to degree and kind.

Catholic secondary schools tend to be more autonomous than primary schools. There is nevertheless a great degree of co-operation and collaboration on the part of principals of these schools, both between the schools themselves and with the Catholic Education Commission of Victoria (C.E.C.V.) and Catholic Education Office (C.E.O.). Principals and staffs of these schools are meeting more frequently and regularly for a variety of purposes such as priority listing of building needs, in-service education planning, and the choosing of representatives for various bodies. Furthermore, there is a move by some groups of secondary schools towards the establishment of regional sub-systems, and this trend is fully supported by the C.E.C.V.

The parochial primary schools can be viewed as a 'system' of schools to the extent that overall planning, staffing patterns, and structures, policy co-ordination, curriculum development, teacher development and funding considerations are co-ordinated through the Catholic Education Office. Although parochial schools are involved in some degree of systemic funding there is still much autonomy at the local level. Of its nature the parochial school is a responsibility of the parish itself, both clergy and laity, regardless of whether the latter have children at the school or not. The resulting extent of community involvement is usually very large. This involvement is currently focussed on the existence of parish education boards which can play a large advisory and consultative part in shaping school policy.

1.2 Trends

The general policy thrust in Catholic education in Victoria seeks greater co-ordination, co-operation and liaison between schools and the C.E.C.V. and C.E.O., and the strengthening of initiatives and responsibility for curriculum and teacher development at the school level.

Particular emphasis is being given to the continued development of broadly based school and education boards and

their greater involvement in decision-making processes.

1.3 Regional and State Bodies

Diocesan Education Boards have existed for some years. These are representative of the major groups involved in Catholic schools - parents, teachers, principals, priests, religious orders. Most of the diocesan boards are in the process of reviewing their effectiveness as forums for the discussion and development of diocesan educational policies.

The most recent State development has been the establishment of a Catholic Education Commission which acts as a consensus-seeking body and a co-ordinator of policies. This commission draws widely from the Catholic school community for its membership.

2. THE SCHOOL: WHO MAKES THE DECISIONS?

2.1 Participants in Decision-making at School Level

Principals have responsibility for employment of staff, enrolment of pupils and curriculum.

Professional staff share in decision-making regarding curriculum and have representation on school boards.

Other staff would have limited formal participation.

Parents have formal representation on school boards. Participation in decision-making depends upon the effectiveness of the boards.

Students have formal participation only in some secondary schools.

Community participation varies depending upon place and person. Formal participation is provided for in the terms of reference of secondary school boards.

2.2 Structures for Decision-making

Parish primary schools have parish education boards which provide for participation by parents, school staff and the parish.

All regional secondary schools and several Order-owned secondary schools have developed boards/councils which have varying degrees of authority and hence greater or less participation as the case may be.

Almost all schools have auxiliaries and/or parent clubs.

3. SOME IMPORTANT AREAS: WHO MAKES THE DECISIONS?

	FUNCTIONAL AREA	FORMAL RESPONSIBILITY	ACTUAL DECISION POINT	PARTICIPATION	NOTES
3.1	Curriculum				
a)	*General Curriculum Objectives*	Principal	Principal, Staff	P., P.I.C.S.	Due regard being paid to V.U.S.E.B., general community standards and expectations, employment needs and legal requirements. S.B. is advisory and participation varies.
b)	*Syllabus Construction and Specification of Textbooks*	Principal Subject Co-ordinator Teacher	Principal Subject Co-ordinator Teacher		R.E. Program follows guidelines etc. established by the R.E. Department of the C.E.O. and approved by Bishop.
c)	*Flexibility in the Curriculum*	Principal	Principal Subject Co-ordinator Teacher	P., P.I.C.S. S., S.B.	S.B.'s participation depends largely on community expectations. Changes have to be acceptable to school community.
d)	*New Curricula*	Principal Subject Co-ordinator Teacher		Educational consultants of C.E.O. generally participate in major developments in primary schools. Many schools, primary and secondary, seek variety of input from people beyond the immediate school.	

FUNCTIONAL AREA	FORMAL RESPONSIBILITY	ACTUAL DECISION POINT	PARTICIPATION	NOTES
e) *Supervision of the Curriculum*	Various strategies of supervision of curriculum are carried out, e.g. through consultation between educational consultants and principals and staff, principals' meetings, in-service programs for teachers in curriculum areas and their evaluation etc. Some primary schools are moving towards establishing their own review panels and schools are accountable to the school community.			
f) *Support and Advisory Services*	Support is available from the Catholic Education Office and provided by way of in-service programs for principals and curriculum leaders. Advisory and information services are available to schools through educational consultants of the Catholic Education Office in primary schools, Order education committees in secondary, Curriculum Development Centre, Curriculum and Research Advisory Board, subject associations, secondary staff in C.E.O. etc.			
g) *Planned Future Developments*	A primary school development program aimed at school-based curriculum development has begun in 10 pilot schools. The publication of guidelines for such development in primary schools is planned.			

3.2 Assessment of Students' Achievements

a) *Student Assessment* is controlled explicitly at the local school level and implicitly in secondary schools by requirements of public examination bodies and by the community to which each school is accountable. The principal has formal responsibility for determining standards and evaluating learning progress, however, subject co-ordinators and teachers make decisions in this area. External supervision of a formal nature (i.e. inspection or formal assessment) is provided only in primary schools and then only rarely to meet particular circumstances or as requested by school authorities. Some religious orders have their own supervisors who carry out some functions in this area.

3.3 Professional, Ancillary and Specialist Staff

a) *Staffing Levels*	Principal	Principal and Parish Priest in primary school. In secondary schools the School Board and in other schools, the principal.		For Primary schools C.E.O. has established staffing schedule which provides minimum requirements.

FUNCTIONAL AREA		FORMAL RESPONSIBILITY	ACTUAL DECISION POINT	PARTICIPATION	NOTES
b)	*Entry to the Profession*	All teachers are required by law to be registered by the Council of Public Education. Teachers seeking employment for the first time in primary schools require accreditation from the C.E.O.			
c)	*Selection and Appointment*				
i)	Staff - Religious	All religious, whether as principal or staff member, are selected and appointed to schools by their Order.			
ii)	Staff-Lay Selection	Principal	Principal		
	Appointment	Parish Priest - primary School Board or Order - Secondary	Principal in most schools		
iii)	Principal - Lay Selection Primary	Selection Panel	Selection Panel	S.B. nominates 2 members to panel, P.P., C.E.O. Rep.	Panel consists of P.P., C.E.O. rep., 2 S.B.'s reps.
	Secondary	Selection Panel	Selection Panel		Similar to above with independent educationist.
	Appointment				
	Primary	Parish Priest	Parish Priest		Formal ratification of Bishop required.
	Secondary	Order or School Board	Order or School Board		Formal ratification of Bishop required
iv)	Promotion	No formal positions of responsibility except principals exist in primary schools. Deputy principals nominated by principal or elected by staff and confirmed by parish priest. In secondary schools, principals usually make appointments to positions of responsibility.			

FUNCTIONAL AREA	FORMAL RESPONSIBILITY	ACTUAL DECISION POINT	PARTICIPATION	NOTES
v) Salaries, working conditions, superannuation.	PRIMARY SCHOOLS - Salaries are fixed by Bishops upon recommendations of C.E.C.V. and its Salary Review Committee. Conditions of service are detailed in Parish Primary School Handbook.			
	SECONDARY SCHOOLS - Girls' schools have wages board determination which gives basic conditions of service. Boys' schools have own conditions which generally parallel Education Department conditions.			Conditions of service in secondary schools are currently being reviewed by C.E.C.V. committee.
	Superannuation available through private schemes or the Catholic Superannuation Fund.			
	Labour and Industry Act provides minimum requirements for long service leave.			C.E.C.V. presently reviewing long service leave policy.
vi) Supervision of Teaching Standards.	PRIMARY SCHOOLS - Principals are responsible for supervision of standards. Educational consultants assist principals in this task and from time to time provide C.E.O. with statements about standards. Teachers are becoming more and more conscious of the need for self-evaluation.			
	SECONDARY SCHOOLS - Principals of schools are responsible for supervision of standards. The school board/council may exercise some advisory role.			
vii) Professional Development.	Principal		P., P.I.C.S.	C.E.O. sponsors programs for primary principals and co-ordinates some courses.
3.6 School Buildings				
a) *Major additions and renovations*	Primary - Parish Priest Secondary - Order or School Board	Parish Priest Order or School Board	P.P., P., S.B. Varies	Parish primary and diocesan schools are vested in Trust Corp. No major buildings can be undertaken without authority of trustees, though responsibility rests with local school.

FUNCTIONAL AREA	FORMAL RESPONSIBILITY	ACTUAL DECISION POINT	PARTICIPATION	NOTES
b) *Building Standards*	Health Department, local council, Diocesan Building Authority for Schools (D.B.A.S.) and Schools Commission in case of Schools Commission funded projects.			Diocesan Building Authority for Schools is an authority for schools vested in R.C. Arch. Trust Corp.; is advisory to schools owned by religious Orders.
c) *Design, Appointment and Control of Architects*	Local authority in each case. D.B.A.S. is approving authority of plans in case of parish and diocesan schools. Otherwise advisory.			
d) *Management of Construction*	The local school authority is responsible for getting authorization of tenders and for supervising the construction.			
e) *Maintenance*	The local school authority is responsible for maintenance of buildings. Education boards, advisory committees etc. generally have extensive involvement and participation in building operations in schools.			
3.7 Schools Supplies: Books, Material, Equipment				
a) *Allocation of Funds*	The principal decides the amounts of funds for books, material and equipment in consultation with staff, the School Board and the Parish Priest in the case of parish primary schools and in most secondary schools. Such allocation may be made in the budget of the Board.			
b) *Selection of Books, Materials, Equipment and Furniture.*	The principal and staff are responsible for the selection of books and materials with the School Board assisting them in the case of equipment and the additional involvement of the Parish Priest and the Catholic Education Office in the case of furniture.			

FUNCTIONAL AREA	FORMAL RESPONSIBILITY	ACTUAL DECISION POINT	PARTICIPATION	NOTES

c) *Restrictions on Suppliers* — No restrictions from a central body exist. If any, these are made by local school authorities due to dissatisfaction.

d) *Standards and Minimum Requirements* — The local school authority decides on standards and minimum resource levels depending upon finance available.

e) *Maintenance of Equipment* — The local school authority is responsible for maintenance of equipment. Procedures are developed at local school level.

4. FINANCE

a) *Extent of Decisions made at School Level.* Each school makes its own decision about the use of financial resources available to it.

b) *Restrictions on Decision-making.* Budgetary allocations on all funds are made at local school level. In allocating primary and some secondary schools a share of the general recurrent grant, the C.E.C.V. informs schools of the factors used in determining the school allocation. Government grants have to be expended for the purposes for which they are made. Schools are accountable to government authorities for the appropriate use of funds. Parish schools are required to supply an annual financial report to C.E.O.

c) *Control and Support for School Financial Operation.* The school authority is responsible for the control of funds. In decision-making about the raising of funds from the local sources and about budgetary allocations, Boards have an advisory role in primary schools. In many secondary schools, Boards have a governing role.

The following support is available for operation at school level:

CAPITAL: A Schools Provident Fund, an investment fund, has been functioning for many years. Loans are made to schools for school building purposes.

RECURRENT: - Primary Schools
Guidelines on budgeting have been provided by the C.E.O. School authorities consult with the C.E.O. for advice. Parishes support schools through own fund-raising activities.
- Secondary Schools
Operate independently. Some control is exercised by religious orders over their own schools. Regional schools are responsible to their Boards of Management. Secondary schools carry out their own fund raising.

ABBREVIATIONS USED IN PREVIOUS PAGES:

P.	:	Principal
P.I.C.S.	:	Principal in consultation with staff
S.	:	Staff
S.B.	:	School Board
P.P.	:	Parish Priest
C.E.C.V.	:	Catholic Education Commission of Victoria
C.E.O.	:	Catholic Education Office.

QUEENSLAND: GOVERNMENT SCHOOLS

1. GENERAL POLICY

1.1. Existing Practice and Attitudes

There is evident in Queensland the beginning of devolution of responsibility to the school level. In the curriculum area, there is a trend, in the primary area, for 'program guides' rather than prescriptive syllabuses to be prepared by committees with broad representation, while secondary schools, operating on broad guidelines laid down by the statutory Board of Secondary School Studies, largely determine their own course content.

There has been, over recent years, a tendency to provide grants to schools for purchase of books, materials and equipment to suit individual school needs.

Under the *Education Act* the final responsibility and power to make decisions in each school rests with the principal. Although there have been statements made by Departmental officers encouraging principals to exercise their powers, whether or not they do rests very much with the individual. There is no formal requirement that the principal consult teachers or parents before making decisions, although, once again, there has been encouragement from the Department to do this.

1.2 Regionalisation

While policy decisions continue to be made at Head Office, with the ultimate responsibility in the hands of the Director-General, many administrative decisions are made at regional level by the Regional Director. This is particularly so of appointment and transfer of staff which are almost totally dealt with by Regional Offices.

2. THE SCHOOL: WHO MAKES THE DECISIONS?

2.1 Participants in Decision-making at School Level

There is no formal mechanism for staff, parent, community or student participation at school level. The principal is ultimately responsible for the conduct of the school and it is his decision as to whether he will consult with others, and how much notice he will take of their advice. As personalities and leadership styles vary, so does the amount of consultation that operates in various schools.

2.2 Structures for Decision-making

Many principals, acting on their own initiative, or in response to pressures from their particular environment have agreed to the formation of a variety of informal groups variously known as boards, advisory councils, committees etc. These are usually representative of staff and parents and sometimes students. The degree of decision-making power varies as does the type of decision which these groups may make.

3. SOME IMPORTANT AREAS: WHO MAKES THE DECISIONS?

3.1 Curriculum

a) *Determination of Broad Guidelines.* At the primary level, broad curriculum guidelines are determined by the Primary Curriculum Committee on which are represented the Education Department, the Queensland Teachers' Union, the University of Queensland, Colleges of Advanced Education and the Catholic Education Office. Detailed programs are prepared by teachers, generally in accord with an overall plan developed by staffs of schools.

Responsibility for the development of broad curriculum guidelines rests with the Board of Secondary School Studies which is a statutory board with wide representation. Subject area committees of the Board develop proposals for its approval. Within the broad guidelines determined by the Board, schools are free to develop their own programs. To maintain standards and comparability of assessment across schools, a statewide system of moderation operates.

b) *Supervision of the Curriculum.* Inspectors of schools visit schools on a regular basis and discuss curriculum matters. Many primary and secondary schools are participating in co-operative evaluation techniques which involve total staffs, with inspectors acting as resource people, in a process of evaluating all facets of the school and determining remedial action where necessary. Reports on schools are returned at regular intervals to the Director-General of Education.

c) *Support and Advisory Services.* To provide curriculum support in both primary and secondary schools, advisory teachers, who specialize in particular subject areas, are attached to the nine Regional Offices and visit schools on request. The Department's Curriculum Branch produces curriculum papers and other documents which are distributed on a teacher or school basis.

3.2 Assessment of Students' Achievements

In primary schools a wide range of testing instruments are used to evaluate students' progress. These are administered by the teacher and include both subjective and objective evaluation. Apart from decisions taken within staffs and discussion with School Inspectors, there is no external supervision of this evaluation.

At the secondary level, examinations are set by subject departments within the school. As mentioned above, a system of moderation operates to ensure comparability of the ratings issued by schools.

3.3 Professional Staff

a) *Staffing Levels, Selection and Appointment.* Staffing levels and staff-student ratios are determined according to formulae determined by the Education Department. Selection and appointment of staff is done both at Head Office and Regional level by Staff Inspectors. Promotions are approved by the Governor-in-Council on the recommendation of the Director-General of Education. Recommendations are made to the Director-General by Promotions Panels consisting of two representatives of the Education Department and one from the Queensland Teachers' Union.

b) *Salaries, Working Conditions and Superannuation.* Salaries of teaching and ancillary staff are paid in accordance with the appropriate awards determined by the State Industrial Commission. Working conditions are not subject to the Award or any formal agreement except in some few cases such as Preparation Time for Secondary Teachers. In general, working conditions are determined by the Public Service Board or the Department of Education. A Public Service Superannuation Scheme is administered by a statutory board set up within the Premier's Department.

c) *Entry to the Profession.* Another statutory board, the Board of Teacher Education, is responsible for matters such as registration of teachers and accreditation of courses of teacher education. Although registration provides teachers with the right to teach, it is the employing authority's right to employ which finally determines entry to the profession.

d) *Professional Development.* In-service education activities are generated in various ways. Some are initiated by the Education Department, Colleges of Advanced Education, education centres, subject associations and by teachers at the school level. Decisions relating to release of teachers during

school time are made by the Department of Education.

3.4 Ancillary Staff

a) *Selection and Appointment.* Ancillary staff appointed to schools include clerk-typists, janitor-groundsmen, cleaners, teacher aides, administration officers and laboratory attendants.

Teacher aides, janitor-groundsmen and cleaners are appointed on the recommendations of the principal of the school.

Teacher aides are appointed by the Regional Director of Education on the recommendation of a panel consisting of the principal, one other staff member and a representative of the Parents and Citizens' Association.

b) *Salaries and Supervision.* Salaries are paid according to appropriate awards handed down by the State Industrial Commission.

Supervision of the duties of all ancillary staff is the responsibility of the school principal.

3.5 Specialist Staff

Specialist staff appointed to schools include teacher librarians, music teachers, remedial teachers, resource teachers and advisory teachers who were mentioned earlier in the section on curriculum. In addition, the Special Education Branch appoints guidance officers, speech therapists, occupational therapists and visiting teachers who provide an advisory service for teachers as well as performing a liaison role with parents. Decisions related to the types of specialist staff, scale of appointment and duties are made by the Education Department.

3.6 School Buildings

a) *Decisions About Major Additions and Renovations.* The building authority for all schools in Queensland is the State Works Department. Standards and design are determined in consultation with the Education Department but all personnel are employees of the Works Department. The areas of construction management and building maintenance are therefore fully the responsibility of the State Works Department.

b) *Use of School Facilities.* Subject to certain conditions laid down in the Education Regulations, the use of school premises outside school hours by the school itself or by community groups is subject to the decision of the principal of the school. There is widespread use of school buildings and grounds by various groups in the community, and, generally speaking, there are few problems involved.

3.7 School Supplies: Books, Materials, Equipment.

New schools receive substantial quantities of books, materials and other equipment, including audio-visual equipment, prior to opening. Every school returns to the Department each year an order for expendable stock and supplies.

As will be shown in the following section on Finance, schools receive various grants which may be expended according to the decisions of the principal and staff. In addition, subsidies are made available to assist Parents and Citizens' Associations to provide certain items for the school. These subsidies are made available by the Education Department in two ways. Firstly, in co-operation with the State Works Department, the School Improvement Subsidy Scheme provides assistance by way of funds for ground improvements, playground equipment, mowers, etc. In addition, subsidies are available for items which are more of an educational nature such as reading schemes and copying equipment. These latter subsidies are less frequently sought by schools since Equipment and General Purpose Grants have been paid direct to schools.

To assist schools in purchasing equipment and materials, the Department produces a Media Catalogue which is a valuable guide to quality, prices and suppliers.

4. FINANCE

A number of grants and allowances are paid directly to schools. The amounts, updated to show the levels applying from 1 January 1978, and the purposes for which they are made available, are provided below:

a) *Primary Schools.*

i) The following allowances and grants are paid to principals to be disbursed locally for the benefit of the school:

. Petty Cash - to be used for postage and minor incidental purchases.

Rate per Term:

1- 24	$10	25- 50	$16	51-100	$20
101-200	$24	201-300	$30	301-400	$36
401-500	$44	501-600	$50	601-700	$58
701-800	$68	801 Plus	$80		

. Art Allowance - to be used for recurrent expenditure on art and craft materials.

Rate per Term:

1- 24	$ 28	25- 50	$ 35	51-100	$ 70
101-200	$119	201-300	$154	301-400	$210
401-500	$280	501-600	$315	601-700	$350
701-800	$385	801-900	$420	901-1000	$455
1001-1100	$490	1101-1200	$525	1201-1300	$560
1301 Plus	$595				

. Cleaning Allowance - to be used for the purchase of cleaning materials and expendable cleaning equipment.

Rate per Annum:

Class I	$600	Class II	$351	Class III	$225
Class IV	$ 90	Class V	$ 75	Class VI	$ 69

. General Purpose Grant - to be expended at the discretion of the principal on any reasonable item or project which will benefit the students of the school.

Rate per Annum:

$100 per school plus $5 per pupil.

. Administration Allowance - paid to those schools without the services of a clerk-typist or janitor-groundsman to assist with the maintenance of school grounds and the provision of clerical assistance.

Rate per annum:

Class III with janitor-groundsman	$400		
Class III	$800	Class IV	$600
Class V	$400	Class VI	$300

ii) The following allowances are not administered directly by the school, however, the way in which the funds are to be expended, together with the allocation of priorities, is determined by the principal.

. Library Grant

Initial Grant:

Opening Enrolment	Books	Equipment
0 - 35	$ 800	$150
36 - 100	$1600	$200
100+	$2000	$240

Other library grants are allocated on a percentage basis and therefore vary from school to school.

They also include a maintenance component.

In relation to all the above grants and allowances the school, through the principal, is responsible for determining the priorities for the disbursements of these funds.

b) *Secondary Schools.*

i) The following allowances and grants are paid to the principal to be disbursed locally for the benefit of the school:

. General Purpose Grant - $9 per student per annum.

. Home Economics Grant

More than 400 students - $5 per student per annum
Fewer than 400 students - $7 per student per annum
Secondary Departments - $10 per student per annum

. Art Grant

Year 8 - $4 per student per annum
Years 9 and 10 - $5 per student per annum
Years 11 and 12 - $7 per student per annum

. Physical Education Grant - In 1977 only a grant of $200 per school was paid.

. Subject Area Development Grant - $2 per student per annum.

. Science Cash Grant - $65 per annum was paid to new schools in 1977. A cash grant based on science enrolment is paid to other schools according to the availability of funds.

. Text Book Allowance - Based on total enrolment according to the availability of funds.

. Resource Teacher Grant - $1,500 on appointment of Resource Teacher. Additional $200 per annum subject to availability of funds.

. Manual Arts Grant - Rate per semester and based on subject enrolment:

Manual Arts	-	Grade 8	$1.70
		Grade 11	$7.45
		Grade 12	$7.60
Woodwork	-	Grade 9	$4.15
		Grade 10	$4.85
Metal Work	-	Grade 9	$1.90
		Grade 10	$2.30
Drawing	-	Grade 9	$ .70
		Grade 10	$ .80
Geometrical Drawing and Perspective	-	Grade 11	$1.40
		Grade 12	$1.45

ii) The following allowances and grants are not administered totally by the school; however, the way in which the funds are to be expended, together with the allocation of priorities, is determined by the Principal:

. Equipment and Maintenance Allowance

Enrolment	Amount	Enrolment	Amount
to 100	$ 570	1001 - 1100	$1820
101 - 200	$ 615	1101 - 1200	$1975
201 - 300	$ 675	1201 - 1300	$2135
301 - 400	$ 780	1301 - 1400	$2290
401 - 500	$ 895	1401 - 1500	$2450
501 - 600	$1085	1501 - 1600	$2605
601 - 700	$1220	1601 - 1700	$2765
701 - 800	$1355	1701 - 1800	$2930
801 - 900	$1505	1801 -	$3080
901 - 1000	$1660		

. Duplicating Requisites Allowance

Enrolment	Amount	Enrolment	Amount
to 100	$ 640	1001 - 1100	$1560
101 - 200	$ 680	1101 - 1200	$1680
201 - 300	$ 760	1201 - 1300	$1800
301 - 400	$ 820	1301 - 1400	$1920
401 - 500	$ 900	1401 - 1500	$2040
501 - 600	$ 980	1501 - 1600	$2160
601 - 700	$1080	1601 - 1700	$2280
701 - 800	$1200	1701 - 1800	$2400
801 - 900	$1320	1801 - 1900	$2520
901 - 1000	$1440		

. Science Allocation - varies from year to year according to availability of funds. The amount is based on science enrolments.

. Initial Library Grant - $7500 to new schools in 1978. This amount varies according to average book costs.

. Book Grant - This grant varies from school to school depending on availability of funds.

. Non-Book Grants (Periodicals etc.)
$200 plus $1.40 per student. Other library grants are allocated on a percentage basis and therefore vary from school to school. They also include a maintenance component.

c) *Special Schools.*

i) The following grants and allowances are paid to principals to be disbursed locally for the benefit of the school:

. Petty Cash - Rate per Semester

1 - 24	$15	25 - 50	$24	51 - 100	$30
101 - 200	$36	201 - 300	$45	301 - 400	$54

. Art Allowance - Rate per Semester

1 - 24	$ 8	25 - 50	$10	51 - 100	$20
101 - 200	$34	201 - 300	$44	301 - 400	$60

. Administration Allowance - Rate per Semester

Class IV $300; Class III $400.

. Cleaning Allowance - Rate per Semester

Class I $175.50 Class II $175.50
Class III $175.50 Class IV $112.50

. General Purpose Grants - Rate per Semester

$50 per school plus $2 per pupil.

. Home Economics Grant - Rate per Semester

Class I $300; Class II $250; Class III $200; Class IV $5 per student attending neighbouring school.

. Manual Arts Grant - Rate per Semester

Class I $600; Class II $500; Class III $350; Class IV $7 per student attending neighbouring school.

ii) The following allowances are not administered directly by the school; however, the way in which the funds are to be expended, together with the allocation of priorities, is determined by the principal:

. Equipment and Reading Grants

Class of School	Reading Materials	Equipment
I	$250	$500
II	$200	$450
III & IV	$150	$350
Special Units	$100	$250

. Library Grant

The Initial Library Grant for Special Schools is to be allocated as follows:

New School	Library Resources	$1800
	Initial library equipment	$ 200
		$2000
New Unit	Library resources	$ 500

The Library Grant for other schools will include two components, maintenance and development. This amount will be disbursed according to enrolment and actual book stock held.

QUEENSLAND: CATHOLIC SCHOOLS

1. GENERAL POLICY

1.1 Existing Practice and Attitudes

The Catholic School System in Queensland is organised on a Diocesan basis. Though the Queensland Catholic Education Commission brings the Diocesan Directors of Education together for discussion on common problems and decisions on some financial matters, the Bishops and their Diocesan Directors retain a large measure of autonomy. A rider to this is that the Archdiocese of Brisbane often gives a lead in matters of policy and practice. This is natural because, with about 60% of the total Catholic school population, it supports a bureaucracy which, though small, is able to give time to developing procedures that will assist school administrators.

1.2 Categories of Schools

a) *Parish Primary Schools.* The largest number of schools are in this group. They have been commenced by the Parish Priest or by the priest and his parishioners. Occasionally their foundation is brought about by a Central Planning Committee. Where these committees exist a greater degree of the initiative for founding a school is falling to them.

b) *Parish Secondary Schools.* In some of the larger parishes secondary schools were also commenced. Again the initiative was taken by Priests and parents in conjunction with the religious Order who were to staff the school. With the decrease in the number of religious and the consequent rise in costs, most of these schools have moved into a central funding system for recurrent expenditure. Capital expansion is met by the Government and Archdiocesan funds.

c) *Order-owned Primary/Secondary Schools.* The Archdiocese bought land and invited religious Orders to establish schools. The Orders acquired the ownership of the land and buildings through various contractual arrangements. These schools were often centrally placed and were traditionally, until recent times, staffed almost entirely by religious. They sometimes became large schools serving a middle class Catholic community. Of recent years with the decrease in the number of religious, no new foundations of this type have been made.

d) *Archdiocesan Secondary Schools.* With the need for further expansion in the secondary area and the great costs of capital development it has fallen to the lot of the Archdiocese or Diocese to find the funds required - over and above those provided by the Commonwealth Government. These new secondary schools are called Archdiocesan Secondary Colleges and though regional, in fact are theoretically open to anyone in the Archdiocese.

A number of secondary schools that were formerly parish or Order-owned have become Archdiocesan owing to the inability of the parish to meet the recurrent costs and provide suitable administrative staff. In general, the Archdiocesan Colleges are almost entirely lay-staffed and half of them(4 of 9) are lay-administered.

2. THE SCHOOL: WHO MAKES THE DECISIONS?

This paper will take each of these four types of schools and describe the present approaches to decision-making including the extent of community involvement. Some idea of future trends will also be given.

2.1 Parish Primary Schools

Historically these schools have always had a fair degree of community involvement. Centred around the parish and conducted by religious sisters - with no lay staff until the last twenty years - the Catholic community closely identified with the school in which its children were being educated. The main decisions were made by the Parish Priest, the school staff and by outside authorities such as the State Primary Education Department.

Financial decisions were usually made by the Parish Priest and this naturally involved the level of staffing. The religious Order was usually in control of the appointment of particular sisters to each school. Curricula were the same as those set down by the Education Department. Parent involvement was confined to support in money or kind for the priest and for the sisters. There were no formal teacher/parent nights but individual approaches to particular teachers concerning a particular child were usually received sympathetically and generally encouraged. Indeed, often the sisters visited the students' homes on an organised basis to discuss the academic and general welfare of students. Parish priests, too, engaged in a regular visiting of all Catholic homes in the parish and children's problems and school performance were frequently matters for discussion.

Today the decisions concerning each primary school are centred around the Catholic Education Office, the Parish Priest, the School Principal and parents. The central office now decides the professional staffing levels while the Parish Priest is responsible for the provision of para-

professional and support staff. The principal and staff control curriculum development. The parents are now more conscious of their rights and parent/teacher nights by grade are held. In addition, parents usually become involved in minor educational support activities and in fund-raising efforts for the welfare of the school.

Parent involvement is significantly affected by the attitude of the Parish Priest and school principal. With the central funding system some priests have tended to withdraw from the school and leave the principal work out the school policy and practice within the general guidelines set down by the Catholic Education Office. Other Parish Priests have made serious efforts to involve parents in the school administration to a more significant degree than formerly by the formation of a School Board or Council. Physical development, general maintenance, and levels of support staff are the areas where such boards have a decision-making role.

There is at present a great variety of levels of community involvement in the primary schools. The Archdiocesan Education Committee is presently engaged in developing a policy in relation to School Boards. In addition, a research project called 'Project Catholic School' is being undertaken by a research team headed by Sister Anne McLay, RSM. The aim of this research is to develop an administrative model for the Catholic School System in Queensland. Community involvement in the school and the decision-making processes associated with the school is one of its principal concerns. This project is being funded by the Schools Commission.

Out of these two movements it is hoped a more uniform level of community involvement can be arrived at.

2.2 Parish Secondary Schools

Decision-making in the Parish Secondary Schools was formerly done by the Parish Priest and the religious Order staffing the school. This has changed considerably. Because these schools usually serve a much wider community than that of one particular parish, the clergy have tended to pass their responsibilities over to the central bureaucracy. Community involvement in these schools is often enthusiastic and frequent but remains at a low level as far as decision-making is concerned. It is confined to parent/teacher meetings, school socials, cultural activities and fund-raising endeavours.

Any developments on the establishment of school Boards for the Parish Primary Schools will be likely to affect the administration of the Parish Secondary School.

2.3 Order-Owned Secondary Schools

These are often large centrally placed schools which draw students from very large areas of the city. Because of

this the involvement of parents with the school takes place at stated times. Parent/teacher nights, inter-schools sports meetings, cultural evenings and fund-raising socials provide the occasion for interaction. Distance from the school tends to diminish the easy frequent contact that is possible in the Parish-type institution. These schools however, usually have a much greater percentage of religious on staff. This tends to draw the school community closer together but does not affect positively that community's level of decision-making. The religious administrator's position in relation to the major superiors of his Order and the strong tendency for Catholic parents to almost fully entrust the education of their children to the religious militates against a broad basis of decision-making.

2.4 Archdiocesan Secondary Schools

Often lay-administered and almost fully lay-staffed, these schools offer a good opportunity for the school community to participate in the more important decision areas.

At present the Catholic Education Office lays down general policies and sets staffing levels according to financial constraints. Curricula and staffing within the levels proposed is the responsibility of the principal. Levels of para-professional and support staff are also determined by the Catholic Education Office.

As mentioned earlier, the schools are open to anyone in the Archdiocese but in practice might be called regional. This allows for closer continual contact between parents and staff. These schools have the activities such as parent/teacher nights, etc., which bring the school community closer together. In addition some have developed advisory boards composed of parents and other interested people. The purposes of these boards are to help the principal and staff develop the school's philosophy, to suggest directions which curricula may take and to suggest sound educational innovation.

The Parents and Friends' Associations of these schools tend to concentrate on fund-raising for the improvement of plant. However, they are taking a more positive attitude towards their involvement in other aspects of school life, e.g. in textbook selection.

3. INFLUENCES ON DECISION-MAKING IN CATHOLIC SCHOOLS

When considering the above comments on community involvement in the Catholic School System, it should be borne in mind that the degrees of this involvement are as numerous as the individual schools. An effort to outline the norm for the primary and secondary schools has been made but there are so many variables affecting the degree of community involvement that it would be appropriate to delineate some of these.

a) The nature of the Catholic Church which has the Pope and his representatives - the Bishops - as the teaching authority on matters of religious faith and morals.

As a consequence in the areas where community involvement could be expected there has frequently been a reticence to step forward because of the difficulty of deciding the parameters of episcopal and priestly authority.

Complicating this still further are the effects of the teachings of the Second Vatican Council and the difficulties the Catholic mind has in relating these teachings to the place of the Church, home and school in the society of today.

b) The position of the parish priest in relation to parish primary and secondary schools and his own understanding of that position.

Following the Irish tradition the local parish priest (often Irish born and educated in the early years of this century when the Catholic School System was developing) held a supreme authoritative position in the parish's day-to-day activities. This applied to the school where the Sisters made few decisions regarding the school and the parents less.

As mentioned earlier, rise in school recurrent costs and the establishment of the central funding authority have changed this picture in some dioceses. However there are still dioceses where Commonwealth and State grants are retained by the parish and the decision-making processes are still almost entirely in the hands of the parish priest. In dioceses where central funding exists, parish priests have generally tended to pass more decision-making over to the principal and staff and in some cases to Parish Councils and Committees.

c) The fall-off in vocations to religious teaching Orders and the effect of this on the administration of schools.

The now well established decline in the numbers of teaching religious - both men and women - and the consequent introduction of lay staff into the Catholic system poses major problems for the development of a graded community involvement.

The transition from religious to lay administration has been smooth to date but the vast majority of administrative positions (about 85%) rest with religious while the full-time teaching position is Religious 28%, Lay 72%. This imbalance will

undoubtedly be corrected to a significant extent in the next decade and its effect on school-based decision-making will be very significant.

d) The support of the Catholic School System through parents' fees.

Catholic schools are now supported heavily by State and Commonwealth Government; the deficiency is met by local inputs including fees, Parent and Friends' fund raising and parish inputs. The expectations of parents who have to pay something directly for education will naturally be greater than those who do not pay except through taxes. Their interest in the school and desire to participate in the decision-making processes will be higher. Due to these factors it is reasonable to assume that significant changes in school-based decision-making will commence first in schools where fees are paid.

e) The gradually widening resource gap between the Government and Catholic School Systems.

Given the continuance of the desire for Catholic education, the relatively low level of resources of the system can only be bridged by a greater degree of community involvement at all levels and in all areas of school life.

CONCLUSION

There is no doubt in the minds of its administrators that the Catholic Education System is undergoing great change. Just to what extent this change can be directed is a moot question.

School-based decision-making and the greater involvement of the whole school community presents itself as an attractive alternative to the System that was, and which still pertains to a significant extent. Just how and when to implement a much greater degree of school-based decision-making is the problem facing all interested parties.

SOUTH AUSTRALIA: GOVERNMENT SCHOOLS

1. GENERAL POLICY

1.1 Existing Practice and Attitudes

South Australian policy has been expressed in the following terms by the former S.A. Director-General of Education, Mr. A.W. Jones:

> 'I have always been an advocate of involving parents in the school's task of educating their children. Indeed, I have said on many occasions education is a community-wide enterprise, a community responsibility, and must be a co-operative affair with the voices of parents, teachers, students, administrators and the public listened to and influencing the course of events in the schools and in the total education programme of our community.'

An earlier expression of policy is contained in the following extracts from a memorandum entitled *Freedom and Authority in Schools* addressed to Heads of Departmental Schools in 1970 by the then Director-General:

> 'Let me say at the outset that you as Head of your school, by delegated authority from the Minister and the Director-General, are in undisputed control of your school.
>
> Within the broad framework of the Education Act, the general curriculum advised by the curriculum boards and approved by me as Director-General of Education, and the general policy set by the Director of your Division and communicated to you by circular, you have the widest liberty to vary courses, to alter the timetable, to decide the organisation of the school and government within the school, to experiment with teaching methods, assessment of student achievement and in extra-curricular activities.
>
> Grouping, setting, streaming, development of tracks, block timetabling and ungrading are all acceptable schemes of organisation. Co-operative teaching team teaching, tutorials and independent study are all acceptable methods for teaching and learning.
>
> In any experiment or variation the general well-being and education of the students must be the prime concern. Consequently any major change should be with the full knowledge of parents.
>
> In exercising your authority and freedom to run your school as you think fit, of necessity you must have the backing of your staff. Without their support

and participation and their adequate preparation, any departures from tradition will have little chance of success.

Just as you have professional freedom and delegated authority, so too the same privileges should be extended to your staff, who in turn must accept your ultimate authority in the school and the stake that parents and students have in what goes on in the schools.

Staff members will more readily follow a course of action if they have been taken into confidence and have shared in formulating the policy. They will be less effective and less enthusiastic if they feel that communication is all one way and their voices are not heard.

With any innovation it is expected that the motive is to meet more effectively the needs of students. A sound reason for rejecting, say, a trial of 'setting' English or Mathematics or indeed of classes in any given subject, might be that there were insufficient teachers of the appropriate kind available at the one time to organise it. An unsound reason would be that 'setting' is perhaps more difficult to arrange administratively.

No experiment must commit the Education Department to supply more staff, more accommodation, more equipment or more funds without prior consultation. Nor must parents be put to expense without their concurrence.

The question of government in a school is of prime importance, and should therefore make provision, especially in secondary schools, for student opinion to make itself known. Ways of bringing this about will differ with the size and nature of each school, and the relative age and maturity of the students concerned. Methods are best left for the schools to work out.

Finally, the sooner the old concept of the fixed timetable and strictly regulated movement as the blueprint of the school day disappears, the better.

The timetable should reflect a great variety of individual approaches. The timetable should be the servant of the curriculum, and both be servants to the student.'

This document, in conjunction with another memo to principals and staffs of all S.A. government schools from the Director-General setting out 'Purposes of Schools' is the charter on which these schools are operated in the interests of the children who attend them.

'Purposes of Schools' represents Departmental policy on curriculum in terms of the legal responsiblity laid upon the Director-General in the Education Act of 1972.

2. THE SCHOOL: WHO MAKES THE DECISIONS?

2.1 Background

Prior to 1973 parent and community involvement in South Australian Education Department schools had been through school committees, welfare clubs and mothers clubs in primary schools, and school councils and parent and friends associations in high schools. School committees were elected at annual parents' meetings. High school councils were similarly elected but in addition had some members nominated by district councils and the Minister of Education. Principals of schools attended meetings by invitation - they had no right to be present. Their function was largely concerned with fund raising, ground maintenance etc., and they had little to do with what was happening in the educational programme of the school. Generally the professional staff discouraged the committee or council from taking any such interest. The duties of school committees and councils as set out were:

a) To exercise a general oversight over the school buildings and grounds, and to report to the Director-General on the condition thereof when deemed necessary.

b) To promote the improvement of the school grounds; the maintenance of school gardens and agricultural plots; the decoration of the school rooms; and the formulation of school libraries and museums.

c) To assist in providing for the sanitary services of the school.

d) To use every endeavour to induce parents to send their children to school regularly.

e) To arrange, when necessary, for the suitable board and lodging of the teacher, at reasonable rates, especially when the teacher is a woman.

f) To visit the school from time to time and to stimulate interest on the part of both children and parents.

g) To prepare the accounts of the committees for inspection by the District Inspector at least once in every financial year.

h) To furnish to the Director-General, whenever required by him, a properly audited statement of receipts and payments.

2.2 Participants in Decision-making at School Level.

In 1970, the Director-General of Education, Mr. A.W. Jones, issued a memorandum, 'Freedom and Authority in the Schools', which indicated that among other things, parents should be consulted about what the school did. In February 1971, the report of the Committee of Enquiry into Education in South Australia titled 'Education in South Australia' was published. After discussion of the roles of committees and councils the report stated: 'We think that the time has passed when the interests of the school council should be deemed to be appropriately limited to questions relating to maintenance of buildings, sanitation and the like.' It then went on to make the following recommendations:

a) Primary school committees should be called councils and their composition changed to allow for the introduction of members other than those elected by parents.

b) The membership of school councils should include:

The headmaster ex officio and members of staff elected by the staff, the number varying with the size of the school.

Parents of present scholars, elected by the parents. Where the size of the school warrants it, at least one member should be elected from among the parents of each year of students.

Two student representatives on each secondary school council, one from final-year students and one from students of the penultimate year, such representatives to be elected by their fellow students.

Members of the community outside the school, their number being smaller than the number of members who are parents.

c) The powers of primary and secondary school councils should be extended to enable them to discuss matters of general educational policy within the school, and headmasters should make available to councils such information as will help in their deliberations.

Following the issuing of the report and discussion with S.A.I.T.*, parent bodies and their representative council, S.A.A.S.S.O.**, the regulations relating to parent bodies were revoked and new regulations, 'Part IV - School Councils and Affiliated Organisations' were promulgated.

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* The South Australian Institute of Teachers.

** South Australian Association of State School Organisations.

2.3 Structures for Decision-making

The new regulations considerably changed the constitution of school councils.

In addition to persons elected at the annual general meeting of parents, the principal and the junior primary principal (where applicable) were ex officio members. Staff members elected at a meeting of staff in accordance with a school enrolment scale determined by the Minister, and one member from each affiliated school organisation such as parents and friends, welfare club, junior primary mothers' club were also added. In addition, for secondary and area schools the Member of Parliament for the District in which the school was situated was also to nominate a member as was the local government body of the area. As well, if the school council decided, senior students of a secondary school could be elected by the students. Some schools have taken advantage of this; others have not.

Parents must constitute more than half the council and there can be a maximum of 19 members.

The role of the council has been spelt out as follows:

The role of a school council shall be -

1) to exercise a general oversight over the well-being of the school;

2) to advise the head teacher as necessary on the correlation between the work of the school and the educational needs of the district;

3) to note the accommodation, grounds and equipment provided at the school and to advise the Director-General through the head teacher of any alterations, additions and replacements considered necessary;

4) by agreement with the head teacher, to decide on the distribution of any grant made to the school council by the Minister. Where agreement cannot be reached the matter shall be referred to the Director-General for a decision and his decision shall be final;

5) to consider in broad outline the general educational policy within the school, of which the head teacher shall keep the school council continuously informed, and advise him of the considered view of the local community regarding educational developments within the school;

6) to keep proper books of account and to ensure their audit at least once each year, and to make such books available on due notice to any person authorised by the Director-General or the Auditor-General;

7) to carry out such other duties as are prescribed by these regulations or required by the Minister.

Clauses 1, 2 and 5 spell out generally the major changes in the council's role, namely to exercise a general oversight over the well-being of the school, to advise on the correlation between the work of the school and the educational needs of the district, and to consider in broad outline the general education policy within the school. The principal must keep the council fully informed of the general education policy and the council must in turn advise of the considered view of the local community regarding educational developments within the school. Thus parents and the community have the opportunity of directly participating in shaping the school's policy.

The role has been spelt out in broad outline. This has been done purposely as it is believed that councils will move into their new roles at different rates. Detailed spelling out would tend to inhibit the evolution of roles best suited to different councils and schools. Some councils have requested more detailed role specification but this has been resisted.

2.4. School Councils: An Assessment

As was expected, there have been considerable differences in the roles of councils. But there are now fewer councils confining their interests purely to fund-raising, and more taking an interest in educational policy. An increasing number of principals are seeing the advantages of a thorough involvement of the school councils in all aspects of school life. In cases where principals and school councils have clashed, Departmental officers have endeavoured to assist in resolving the problem. Regulations do not give the council authority to force the principal and staff to take any action. It is expected that there will always be discussion and consultation in an effort to reach consensus, in the best interests of the students in the school.

It would seem that school councils will in the future take an increasingly important role in our South Australian schools. As schools are given more and more financial responsibility not only with regard to equipment and grounds, but for the buildings and personnel, councils will be more concerned. The current tendency towards accountability of schools will also further this involvement. Already there is among a few councils, a strong desire to be involved in the selection of staff for their school. The previous Minister of Education, the Hon. Hugh Hudson, in a speech 'The Duties and Responsibilities of School Councils' indicated that he did not see any major change on the limited role of the school council relating to the appointment of professional staff.

3. SOME IMPORTANT AREAS: WHO MAKES THE DECISIONS?

3.1 Curriculum

a) *Introduction.* System-based decision-making in curriculum presumes a system of lessening central control over curriculum matters. In South Australia there has been a move from the rigid prescription to content, time allotments, methods and materials characteristic of the '30's' to an invitation to schools to produce and organise their own curriculum. This invitation has been made in the context of the Freedom and Authority Memorandum which, among other things, suggests certain constraints. In the case of curriculum, the constraints are in the main related to the agreed purposes of schools, the University-controlled external examination at the Year 12 level, and the wishes of parents and employers.

Schools are currently grappling with school-based curriculum development without much success. The matter proposes considerable difficulties and this paper analyses the situation in an attempt to clarify it.

b) *Curriculum - A Definition.* It is important initially to make a distinction between 'curriculum' and 'course' or 'syllabus'. Curriculum as we understand it is a complex of objectives, content, methods, materials and evaluation techniques located in a school context with time, space and resource constraints.

In any curriculum there is an implicit notion of the worthwhileness of certain activities, some notion of balance (music as well as mathematics) and a further (and largely undefined in S.A.) notion of a prescribed minimum.

c) *Why School-Based Curriculum?* The invitation offered to school communities to develop and organise their own curriculum is seen to be a good thing for a number of reasons.

First, it enables a school to react sensitively to the needs of its community (ethnic, aboriginal, high SES, rural etc.); second, it is politic in an era of an increase in the demand by teachers for self-determination to propose school-based curriculum; third, it increases the professionalism of teachers (insofar as professionalism involves making a theoretical analysis of activities and modifying those activities on the basis of the

analysis); and fourth, it is likely to result in better teaching as people 'make the curriculum their own', internalize it and write and talk themselves into new knowledge.

d) *Organisation of School-Based Curriculum Development.* It seems important to us that school-based curriculum development should be approved by the school community as a whole, if only managed by particular individuals.

We hope that curriculum development would be related to a model which first monitored the effectiveness of the current situation, suggested certain lacks or shortcomings, developed and designed curriculum to meet those deficiencies, produced support materials and then implemented the curriculum in particular classrooms.

This cyclic process would very well be handled by a curriculum development group in a school, led by a deputy-principal.

Additionally, several schools could join forces so that a curriculum development 'consortium' emerged.

e) *Supervision of the Curriculum.* It is important that the curriculum developed at the school level be given the seal of good housekeeping by an authoritative group. At the centre in South Australia, this imprimatur is given by the Director-General of Education by virtue of his powers under Section 82 of the Education Act. At the school level, it is currently being suggested that the School Council be given this responsibility, subject to the final veto of the principal and the umpiring role of the administration.

f) *Support for School-Based Curriculum Development: Future Needs.* Schools, both primary and secondary, are having bother in achieving anything significant in curriculum development. If education systems are to take the matter seriously, then school systems will need adequate support. This will be of three main kinds. First, schools will need time to meet as whole staffs, or as faculty groups, or in various other groupings. While we should all be delighted if this could be done after hours and during vacation, this is highly unlikely. Relief teachers of various kinds, or school closure will be required.

Second, teachers will need new skills. The sequencing of content, production of adequate materials, useful

evaluation, statements of objectives, invention of new and useful methods will all require skills which the majority of teachers do not currently possess. South Australia releases teachers to study curriculum development and design at Sturt College of Advanced Education and this is slowly building up skilled people.

Third, schools will require adequate physical support in the way of printing, publication, sampling, testing and so forth; and also support from consultants and advisers of various kinds.

School-based curriculum development is unlikely to flourish significantly in South Australia, if only because of inadequate support. There are some isolated examples of fine work, and most schools have had success with minor modifications and adoptions. Certainly, no school feels compelled to follow the centrally produced curriculum.

Nonetheless it is considered that the state of affairs in school-based curriculum development is such as to suggest that well-produced and detailed curriculum should continue to be produced centrally and distributed. One of the major decisions a school must make is the extent to which this central production should be used.

Simultaneously, however, systems should continue to foster the production by schools of their own curriculum.

3.2 Assessment of Students' Achievements

a) *Primary Schools.* With the introduction of school-based decision-making in curriculum, principals of schools and their staffs are now responsible for most aspects of the curriculum, including the determination and evaluation of standards achieved by students.

Methods of obtaining relevant information vary from school to school but include the use of standardised tests, particularly in reading and mathematics, continuous assessments in the form of written tests at regular intervals, retaining written work of individual children and general subjective, anecdotal information.

Many schools develop comprehensive dossiers which allow evaluation of the academic and social progress

of each child and also provide information for reports to parents.

Assistance to schools in setting standards and evaluating them is provided by Regional Directors of Education, officers from the Education Department Directorate of Research and Planning and Principal Education Officers.

When visiting schools for assessment of teachers and principals for promotion positions and when investigating complaints, these officers are required to discuss standards of work, teaching methods and evaluation procedures in a school, as well as offering advice and support.

b) *Years 8 - 11.* The comments on primary schools above are relevant here. Internal assessment procedures involve a wide range of assessment techniques including tests, projects, group work, some oral assessment, some self assessment. A common practice is to have 4 or 5 assessment periods during a year with reporting to parents each time. Parents have the right to question this assessment at any time but particularly at arranged parent nights. Some schools report to parents by subjects or faculties, including the sending home of the actual work assessed. The control of such practices is the responsibility of the *principal*, in some cases delegated to faculty seniors to arrange. The senior supervises the standards within his subject area. He establishes standards by his comment on students' work and the teachers' marking and grading.

Moderation is *informal*. The senior comes in contact with other seniors and consultants and Principal Education Officers by conferences, invitations to visit the school and regular correspondence from consultants.

Centrally developed syllabuses impose standards, while the need to prepare students for *Matriculation P.E.B.* exam at Year 12 imposes standards at all levels of secondary school. This is a strong external influence. Regular comment on standards is made by P.E.B. markers and S.S.C. moderators.

The increasing accountability of schools to School Councils and Regional Directors constitutes a further check on standards.

Considerable use is made in the schools of a wide range of standardized tests.

c) *Year 12.* At Year 12 controls are exerted largely through two kinds of certificate issued at the end of the year.

i) P.E.B. Certificate

This is administered externally to the Education Department by the Public Examinations Board.

An external examination of syllabuses set by the P.E.B. is conducted by the P.E.B. From 1977 a school assessment factor of 25% will be included and the external examination will be used as a moderator of the school component.

Using a grading scale A-G, with A-D being seen as pass grades, the results are used to indicate whether the student has gained matriculation (for degree courses) or registration (for S.A. Institute of Technology certificate courses).

ii) Secondary School Certificate

The S.S.C. Year 12 is administered by the Education Department using either centrally produced syllabuses or syllabuses modified or developed by the school and approved by the Department.

Assessment grades A, B, C, D, & U are awarded on the basis of a combination of continuing assessment and a final assessment set and carried out within the school.

The grades awarded are moderated centrally by subject committees of experienced teachers on the basis of samples of work submitted at the end of the year.

d) *School Leaver Statement.* In 1977 two forms of School Leaver Statement will be available to school leavers. As these are of interest to prospective employers and post-secondary institutions they can have their own influence on standards.

3.3 Professional Staff

The government policy on staffing was set out by the then Minister of Education, the Hon. Hugh Hudson, in 1974. The policy is:

'A clear limitation on the role of the school council at present is that relating to the appointment of professional staff.

I think I should make it plain to you that I do not see any major changes in this occurring in South Australia in the foreseeable future.

In those countries where there is local autonomy in the employment of professional staff for schools there are considerable variations in the quality of education offered from area to area, depending on the affluence of the local communities and the attractiveness of their districts as places to live.

There is no possible justification for developing any system which introduced those inequalities in South Australia, or for developing methods of staff selection which permitted particular districts to suffer in the standards of education their schools could provide.

The Government through the Education Department has a responsibility to ensure that all schools are staffed reasonably, within the resources available for the State as a whole.

Furthermore, under the Schools Commission arrangements, it is now possible for the first time in the history of Australian education to staff schools whose students have particular social or economic disabilities in such a way that those students receive the kind of specialist attention they need if they are to get a reasonable start in life.

These kinds of arrangements permit professional staff to be employed according to educational criteria and not solely according to the capacity of a local community to pay and to hold teachers.

The South Australian Government is firm in support of these principles and staffing arrangements which give greater local choice in who shall be employed can only be introduced to the extent that they implement rather than conflict with them.

Principals would like to have much greater say in individual selection of staff for their own schools and discussions on this are going on at present.

Any increase in ancillary staff will be by an increase of points in secondary schools and hours available in primary schools. The principal, staff and possibly school council will determine in what way they will be used.'

The present situation with regard to schools is as follows:

a) *Principals and Senior Staff.* Principals and Senior Staff are appointed from promotion lists after assessment and according to procedures laid down in Education Department Circular 60. These appointments are made by the staffing section of the Schools Directorate Personnel Section. One position, namely that of Principal, Class A, is filled by an open advertisement. Selection is made by a committee consisting of Education Administration Officers, teachers, and people selected by the Minister of Education from the community. It is based on the personal qualities of the applicant and is a personal classification. Schools requiring principals with special expertise are selected and principals matched to these schools.

b) *Assistants.* In secondary schools staff is based on estimated enrolments for the following year. Principals propose a staff target for the year. This is based on a scale and negotiated with the Regional Principal Education Officers, Regional Director, and Schools Directorate Staffing Officers. There is flexibility for the principal to indicate what kind of staff he requires. The situation is reviewed when actual enrolments are known at the opening of the school year.

In primary schools principals are consulted on their needs by Principal Education Officers in the Regions. Principal Education Officers meet with the Central Staffing Officers to discuss transfers, allocation of exit students from colleges of advanced education and individual school needs. A basic scale of staffing for schools generally is determined by the Schools Directorate according to current policy and available staff. Adjustments within regions during the year are made by Regional Directors.

Additional teachers may be provided to meet special needs of a school not covered in the basic allocation.

3.4 Ancillary Staff, including Specialist Staff

In secondary schools all schools have a points allocation. Various types of ancillary staff have a certain number of

points and schools select their ancillary staff within the total points allotted. Primary schools have ancillary staff allotted according to a scale based mainly on numbers of students. Selection of staff is made by the principal of the school.

Complete regionalisation is expected in South Australia by the beginning of 1978. When this is done there will be increasing involvement of regional officers though policy and promotion appointments as well as a general oversight of all staffing is expected to be carried out by Personnel Section of Schools Directorate. The Government policy on staffing is expected to be carried out by Personnel Section of Schools Directorate.

3.5 School Buildings

a) *Decisions about Major Additions and Renovations.* The Director of Educational Facilities has a responsibility to provide facilities at the right place and time to serve the educational needs of teachers and students. However, we believe that this responsibility and expertise can extend to include local communities. Our aim is to develop sets of options based on experience and expertise (and, in particular, on feedback from teachers) from which local communities can make choices within the limits of time, money and materials.

Small country schools rely more on centrally-based help than larger metropolitan schools where a wider range of skills including architectural and project management skills are more readily found. Our aim is to make the most of opportunities for local decision-making, while recognising that the level of expertise varies considerably from school to school.

b) *Design of Buildings.* The best examples of community involvement in planning school buildings in South Australia are the Angle Park and Thebarton Community Centre projects. In each of these communities, there was a need for general community facilities as well as new comprehensive, co-educational secondary schools. Both projects involved people from the local communities including teachers and students, in co-operation with federal and state authorities.

c) *Participants in Planning Schools.* Naturally the principal and staff are heavily involved in the planning of educational facilities. Where schools are to be built in new areas consultative teams from nearby schools are formed to assist the Project

Officer (always a teacher) and the Project Architect in the planning stage. In a major project, such as a new Secondary School, practice has been to appoint and second the principal a year in advance.

Where school councils have developed to a relatively greater degree, a Buildings and Grounds Committee may exist. In some schools, however, consultation with the council is carried out via the principal.

Students have some direct involvement, particularly in grounds development schemes, but overall the student members of the school community do not have a highly significant input. Perhaps this is a weakness in the present process. It is worth noting that some of the most successful local involvement projects have depended on student activity in tree planting, landscaping design, etc.

Before any plan is funded for action it must carry the approval of the principal and the school council.

This is a relatively recent innovation. The agent of the Education Department in gaining the approvals is the Project Officer and he occasionally needs a relatively high level of skill in resolving conflicts at the local level.

At the Regional level no plan for facilities development is actioned until the Regional Director has given approval. It is at the Regional level that priorities are set between schools and as more expert manpower appears at the Regional level the focus of decision-making will shift further from the central authority to the Regional level.

Although a school facility is viewed primarily as a place in which children learn, the facility is being seen more and more as a general community resource. Consequently the Department is becoming more and more involved with local groups outside the immediate school community engaged in the planning of facilities.

Two main questions typify the approach we take:

i) 'How would you like the 'normal' school provision *adapted* to better serve your community?'

ii) 'What *additional* facilities would serve your community well and how can we obtain the funds to provide those facilities?'

The questions are put to a wide range of groups depending on the particular community. Local Government, other Government Departments, local interest and sport and service groups are almost always consulted and some impressive joint schemes have resulted. The Parks Community Centre, Burra Community School, Semaphore Park Primary School are examples.

Some communities have formed 'Education Councils' or similar bodies which become a focal point for consultation and negotiation over funds.

The following example illustrates a process which can be repeated wherever sufficient local expertise exists. The Education Department declared its contribution to a Sports Complex for a metropolitan High School.

The School Committee and the local Government body decided their contribution. A building committee was set up with representation from local Government, the school and the Education Department.

This Committee developed a preliminary brief and invited private architects to indicate their interest. The Committee chose its architect, engaged him, and in time, submitted the plans to the Education Department for approval. Good liaison during the design process ensured that approval was obtained and the complex will now be erected with the users rightfully convinced that they designed their own sports centre.

d) *Some Problems of Community Involvement in the Design of Facilities.*

. Setting the Budget

It is very difficult to set a budget by other than arbitrary means. We need norms and guidelines to help and these are bound to emerge from comparative cost studies currently being undertaken. But it will always be hard to decide how much it is fair to spend at school X compared with school Y.

. Expectations Gap

There will often be a gap between what is desired by the community and what can be provided. Setting the budget helps if choices are then made locally with good design information from

central resources. Project Officers need high levels of skill in these circumstances.

. Time Scales

Consultation with the local community is time-consuming. Quick techniques such as questionnaires are only partly successful and long series of meetings are often necessary. Yet the whole process needs to be kept fairly short in time and progress needs to be observable or the process will be frustrating and suffer from flagging interest. Once a local community has decided what it wants the facilities seem never to arrive quickly enough!

. Identifying the Community

It is difficult sometimes to contact all the legitimate interest groups. Some established structures do not represent the real clients and we have found that a considerable amount of effort is often necessary in contacting the right elements in the local community.

. Consultative Skills

Project officers need training in the skills associated with the task of consultation. They are difficult skills to master.

. Choosing Futures

In planning educational facilities we are almost always engaged in choosing the physical environment in which future cohorts of children, parents, teachers and citizens will have to live.

In some cases the buildings we plan now may not always be schools but be converted to other uses in time. We feel that the problems we bequeath to future users will be minimised if two conditions are met:

i) Present users are involved in the decisions

ii) The decision makers are supplied with the best information currently available.

Consequently our Facilities Planning Group is a vital part of the Directorate organisation.

3.7 School Supplies: Books, Materials, Equipment

a) *Allocation of Funds.* Allocations are determined by the Department in accordance with formulae established for the various grants to schools. These are based on numbers of students and, in the case of the Grounds Maintenance Grant, the area of the school grounds. The various grants are:

i) Secondary Book and Materials Grant - text books and stationery required by secondary school students.

ii) Grounds Maintenance Grant - assistance towards labour and materials necessary to maintain school grounds.

iii) Equipment Grant - necessary teaching aids, library books, and sporting equipment.

iv) Supplies Grant - necessary expenditure on postage, cleaning materials, and repairs and/or replacement of certain items of school equipment.

b) *Selection of Books, Materials, Equipment and Furniture.* Schools are responsible for the selection of these items with the exception of some major items of equipment used in technical studies courses such as stoves, lathes etc. Departmental officers are involved in the selection process for these latter items. Schools are advised to seek advice from officers of the State Supply Division of the Department of Services and Supply, and Education Department when considering purchases of books, materials and equipment.

c) *Restrictions on Suppliers.* There are no formal restrictions on the suppliers to be used when schools purchase items from the Secondary Book and Materials Grant, Grounds Maintenance Grant, and the Equipment Grant. Again, schools are advised to seek advice from officers of the State Supply Division of the Department of Services and Supply and that Department's purchasing facilities are available for schools if required. Schools are expected to use these facilities when purchasing major or expensive items. However, items purchased from the Supply Grant, which cost in excess of $5 per item, must be purchased through the State Supply Division.

d) *Standards and Minimum Requirements.* Standard and minimum resource levels are determined at the school

level. However, Departmental Officers are available to give advice on these matters and regard is also given to standards set by authorities such as the Standards Association of Australia, Public Buildings Department and the Educational Technology Centre. As mentioned in the answer to question (b)(iii) above, the grants to schools do not include a furniture component and standards of furniture supplied are determined by the Director of Education Facilities in conjunction with the Public Buildings Department.

e) *Maintenance of Equipment.* Schools are responsible for maintenance of certain equipment with the remaining equipment being maintained at Government expense, either by direct payment or reimbursement to schools by the Education Department, or by direct maintenance action by the Public Buildings Department. Procedures which schools should follow when arranging maintenance of items for which they are responsible are outlined in the *Maintenance Guide* issued by the Department in January 1977, which details items that are maintained at school, Education Department or Public Buildings Department expense. In cases where the school is responsible for maintenance of equipment, schools determine their own needs and priorities for expenditure from funds made available through Government grants (or raised locally), including such decisions as whether equipment should be repaired or replaced.

4. FINANCE

4.1 Background

For many years, financial support to schools has followed traditional practices of some direct cash grants to schools, requisitions and other financial support.

The direct cash grants comprise the Secondary Book and Materials Grant, the Equipment Grant and the Grounds Maintenance Grant. While each of these grants is calculated on a per capita basis, with a fixed flat sum for each school in the case of the latter two, they are controlled in separate ways, being paid into the School Fund, the Grant Account and the School Council Fund respectively. The total value of cash grants in 1976 was approximately $42 per secondary student.

In addition to these standard grants, new schools are provided with a Foundation Grant, and Principal Education Officers are able to initiate Extension Grants in subject areas for special projects.

Schools have also been able to obtain material by submitting requisitions to the Education Department. This

system suffered from the sheer volume of requisitions, which tied up personnel in unproductive clerical work, and which often led to orders being supplied to schools in what appeared to be haphazard fashion. Schools had no control over which requisitions would be supplied. However, the worst aspect was that many requisitions were for items of little value, but still took up a great deal of a Principal Education Officer's time.

General supplies of cleaning materials and stationery were provided to schools on a points per capita basis. While schools were given a wide range of choice, they were still limited in their power to control this section of school management.

The third area of support was in the form of Urgent Minor Repairs, by which a school was empowered to claim for repairs up to $250 per item. Since schools were responsible for the replacement of most of their equipment, while the Department refunded schools (or paid the account) for repairs, a great deal of equipment was maintained by schools well beyond the point when it was economical to do so.

4.2 Two Reports on Finances at the School Level

Early in 1976, two reports were prepared which concern school finances.

The Burnell-McMillan report on 'School Based Funding' was commissioned by the Education Department, and prepared by two lecturers from the School of Accountancy, South Australian Institute of Technology. The report recommended, inter alia, a lump sum allocation to schools to cover all expenses *controllable* at school level. However, the consultants differed about the advisability of providing the allocation in the form of cash or credit.

Such a concept of a consolidated grant might cover such areas as ancillary and relieving staff, power and water costs, telephone and furniture costs, together with the basic school materials.

No action has yet been taken on this report, but a Joint Consultation Committee, comprising representatives of the Education Department, teacher groups, parent groups and school clerical staffs has been established to consider the implications of the report. The Department also intends establishing pilot schemes in schools to test the effects on staffing, the ability of schools and school communities to manage financial affairs, and the need for information or in-service supports.

Parallel to this report was the Caust-McKeen report on 'School Managed Budgets', prepared by two officers attached to the Education Department, and outlining a 'rationalization of the present procedures'.

This report recommended that the requisition system be abolished in 1977, and be replaced by direct cash grants to cover the main areas of postage, cleaning materials, repairs and replacements and general school programme. In secondary schools, the grant was extended to cover a number of curriculum areas as well.

4.3 Extent of Decisions made at School Level

After a great deal of discussion within the Department, and with teachers and parent associations, a scheme based on the above investigations was introduced in November 1976. Principals were then given the opportunity to exercise greater financial control within the school. Decisions had to be made in terms of repairing and replacing equipment, and in allocating priorities within the school for curriculum purposes.

Unfortunately, the original scheme had been modified so that the Supply Grant was not paid as a direct cash grant. For secondary schools, where the Supply Grant varied between $3,466 and $19,067, 36% was paid as cash, and the remainder is to be claimed by schools on reimbursement. In primary schools, where the Supply Grant varied between $600 and $3,605, 50% was supplied in the form of cash payment.

4.4 Restrictions on Decision-Making

Considerable concern has been expressed by schools and parent bodies that a scheme which gave schools an opportunity to exercise greater control should be encumbered by a restriction which made unnecessary work for schools and Departmental officers. In one high school of about 700 students, the Supply Grant is $9,400, of which $6,000 is held back in credit as a form of control. When it is realised that the school prepared a budget for expenditure of $60,000, excluding transit funds such as excursions, the control by means of credit becomes insignificant, and yet involves schools in a great deal of extra work. It must also be realised that some larger schools plan for an annual expenditure in the vicinity of $200,000.

4.5 Control and Support for School Financial Operations

a) *The Control of Funds.* It is hoped that the future will see the introduction of a consolidated grant as

recommended by the Burnell-McMillan report, covering all areas of finance able to be controlled by the school. The present situation will give principals and councils opportunities to develop sound budgetary practices so that careful management in one area of school activity will provide benefits in other areas.

At present, such developments still depend upon the successful co-operation between the principal and his council. The only funds over which the council has direct control are those raised by the council directly from parents, the Grounds Maintenance Grant, and the Equipment Grant, control of which is shared jointly with the principal.

This dichotomy of control has often led to several piecemeal budgets being prepared within a school to cover the separate sources of incomes. The Supply Grant, and the rationale which led to its introduction, has caused schools to re-examine their role in terms of financial management.

The most important result certainly will be the development of total school budgets. While some schools were beginning to think in terms of total school needs, many more have been encouraged to do so with the advent of School Managed Budgets. A number of schools have already developed Finance Advisory Committees, involving staff and council members, to plan more carefully for the needs of different curriculum areas. What has been done on an ad hoc basis is now being considered as part of a total programme, in which parents and staff can combine to improve the educational programme of the school.

b) *Support to Schools.* Because of the dramatic change involved in the concept of a 'School Managed Budget' with an extra source of funding made available to schools, considerable support has been given to schools.

At the beginning of the school year, Principal Education Officers were given a briefing session on the implications of the change, and were equipped to hold a series of one day conferences for school principals and bursars or school (office) assistants. In this way, all schools were able to discuss the effects of the new system and prepare a 'budget' for a hypothetical school situation.

Further support has been given by the formation of a Schools Management Systems Project Team, led by a

seconded principal with three other officers, including Mr. McKeen and two seconded teachers. Apart from the basic administration of the Supply Grant, the Team has involved itself with an on-going service programme for groups of principals, school councils, staffs and curriculum groups. While much of the present emphasis is on the intricacies of the cumbersome reimbursement scheme, schools are being led more and more into thinking in terms of overall financial management.

SOUTH AUSTRALIA: CATHOLIC SCHOOLS

1. GENERAL POLICY

1.1 Existing Practice and Attitudes

The Catholic Education Office has attempted to locate educational and financial decision-making at the local school level. Concurrently it has sought to widen involvement at this base level. This has required education of staff, parents, parish authorities as well as the traditional Catholic parish school decision-makers, the principal and parish priest.

Although there has been a strong tradition of school-based decision-making in South Australian Catholic schools, the breadth of responsibility was quite narrow until 1969.

Policies now aim to keep decision-making at the base but to widen that base.

Certainly the effective operation of schools and demands for educational equality place certain responsibilities on the staff of C.E.O. The C.E.O. retains policy-making functions.

With these dual influences in their operation certain tensions can become obvious in schools, from time to time. We feel these are inevitable especially in times of rapid change and the demands being placed on schools.

1.2 Existing and Future Trends

During 1976 a major effort was directed at clarifying the guidelines that affect decision-making within Catholic schools. Considerable discussion took place at school and administrative levels within the system. Current decision-making policies are summarized in the School Board Manual.

1.3 Regional Developments

South Australia has two Catholic Education Offices located in Adelaide and Port Pirie. Each authority is responsible to the Bishop of the Diocese for the administration of schools within that diocese. They work under the umbrella of the South Australian Commission for

Catholic Schools which was set up by the two Bishops in 1973. It has parent, lay and religious teacher, clergy and Catholic Education Office representation.

In 1976 an officer was appointed to the Catholic Education Office to act as executive officer to assist regional development. Regional task forces were given the task of making recommendations regarding developments in specific regions of the metropolitan region.

The most advanced regional initiative is in the South-Western part of Adelaide where a three-tier educational system is to be implemented, commencing in 1978. A regional board with wide representation will assume responsibility for overall policy making and implementation in this area.

This development has been subjected to widescale school, parental and parish input and review.

2. THE SCHOOL: WHO MAKES THE DECISIONS?

School Boards were set up in 1969 to manage the financial affairs of schools. Their powers were widened in 1976 for an involvement in decision-making on general educational matters. These powers are set out in the School Board Manual (promulgated 1976).

3. SOME IMPORTANT AREAS: WHO MAKES THE DECISIONS?

3.1 Curriculum

General Curriculum Objectives. The South Australian Commission for Catholic Schools sets general educational goals (see School Board Manual).

Syllabus Construction. Schools generally base their educational programmes on Education Department curricula. They are free to modify and adapt these curriculum guidelines to meet local needs or to develop curricula and/or courses which are entirely school-based.

Although schools are now encouraged to involve non-professional people in curriculum matters, the practice is not widespread. Generally curriculum matters are left to teachers with advisory staff assistance although there are a few administrative impediments to the involvement of parent and community people.

Flexibility for Schools. Increasingly many schools are making use of their freedom to change curricula however constraints such as limited back-up and lack of time and expertise have hampered school initiatives in this area. In the secondary area public examinations place some limitation on school-based curriculum development.

Schools are free to select textbooks. A limitation on their choice is the State free book scheme, however this is undergoing change and wider options are being introduced.

School boards are charged with a responsibility to see that the school's offering to its students is sound and to make recommendations on curriculum matters to the principal.

Support and Advisory Services. Catholic Education Office staff, Education Department advisory personnel and teacher/education centres provide Catholic schools with curriculum advice and support.

Planned Future Developments

- Development of the expertise of classroom teachers - much good work has been done in this field by a Curriculum Officer (Disadvantaged Schools Program) - with emphasis on a 'total staff' approach.

- Providing teachers with the time to devote to curriculum development both through team teaching approaches and in-service.

- Providing schools with specialist teachers with the ability to take the lead in curriculum matters.

- Upgrading of the information input to schools.

3.2 Assessment of Students' Achievements

Except in the case of students who wish to matriculate schools determine standards and evaluate their programmes. Catholic Education Office staff maintain general oversight of educational standards.

3.3 Professional Staff

a) *Staffing Levels.* The C.E.O. determines the level of government grants applicable to a school and this has a significant bearing on the teacher pupil ratio. Trade-offs are allowed within the budget of the school board while school boards are free to determine staffing levels within the financial constraints of the budget.

b) *Entry to the Profession.* C.E.O. uses the facility provided by the South Australian Teachers Registration Board for determining entry to the profession.

c) *Selection for Appointment.* Schools appoint staff and the principal is the major agent in this process. The C.E.O. provides assistance but it is recommendatory only. A good deal of consultation occurs between principal, school board and C.E.O. on the matter of staffing.

d) *Promotion.* Promotion is the responsibility of the Director of Catholic Education and his staff in consultation with the religious Order involved with the school and the school board.

e) *Salaries, Working Conditions, Superannuation.* These matters are the responsibility of the South Australian Commission for Catholic schools.

f) *Supervision of Teaching Standards.* The principal is the person directly responsible for the performance of staff and she reports regularly to the school board. The C.E.O. maintains general oversight of teacher performance but has recommendatory powers only (except in the case of lay promotion positions).

g) *Professional Development: Planning and Participation* These matters are mainly the concern of the principal in consultation with staff.

3.4 Ancillary Staff

a) *Staffing Levels: Selection and Appointment.* Staffing levels are set by the school board. Selection and appointment are matters for the school principal, usually in consultation with the board.

b) *Salaries, Working Conditions and Supervision.* Salaries and working conditions are the responsibility of the South Australian Commission for Catholic schools with the principal responsible for supervision.

3.5 Specialist Staff

The Catholic Education Office generally sees to the provision of specialist staff. However, schools are free to pool resources and engage shared specialist support staff and a number do so.

3.6 School Buildings

a) *Decisions about Major Additions and Renovations.* These decisions are made by school boards.

b) *Building Standards.* These are determined by municipal and government instrumentalities and the Sites and Architecture Committee of the Catholic Church.

c) *Design: Appointment and Control of Architects.* School boards are responsible for these aspects.

d) *Management of Construction.* This is the responsibility of school boards.

e) *Maintenance.* This is the responsibility of school boards.

f) *Use of Facilities.* This is determined by school boards.

3.7 School Supplies: Books, Materials, Equipment

a) *Allocation of Funds.* This is a matter for school boards.

b) *Selection of Books, Materials, Equipment.* The school principal, usually in consultation with staff, makes recommendations to the school board about the purchase of resources, equipment and furniture.

c) *Restrictions on Suppliers.* There are no special restrictions imposed on suppliers.

d) *Standards and Minimum Requirements.* These are the responsibility of school boards.

e) *Maintenance of Equipment.* These are the responsibility of school boards.

4. FINANCE

4.1 Extent of Decisions made at School Level

Once the level of the government grant for a year is set school boards make all decisions regarding allocation of funds.

4.2 Restrictions on Decision-Making

No specific restrictions are imposed.

4.3 Control and Support for School Finance Operations

Where funds are provided by government departments for specific purposes (e.g. Disadvantaged Schools Program) the school is accountable for the funds.

The C.E.O. is concerned particularly with the expenditure of government grant moneys on an equitable basis between schools. With the expenditure of recurrent funds schools are able to work trade-offs and allocate funds within the total budget.

School boards are required to present to the C.E.O. an annual budget for approval early in the year.

Late in the year the board is required to submit a detailed financial report to the C.E.O. on its financial operation for that year. Generally boards are required to work towards a balanced budget for the year.

It is expected that boards will maintain close supervision of finances and that the C.E.O. will be advised when financial difficulties occur which might lead to a financial deficit.

The C.E.O. provides financial advice on a consultancy basis for school boards in need of assistance.

WESTERN AUSTRALIA: GOVERNMENT SCHOOLS

1. GENERAL POLICY

1.1 Regionalisation

Over the past few years, the policy of the State Government has been to encourage the decentralization of governmental administration by the appointment of regional administrators in eight key centres. The main functions of these regional administrators are to represent the Government and to solve problems at the local level, while working within the framework of the existing Government departments.

The Education Department has implemented this decentralisation policy by creating regional offices in eight rural regions and four metropolitan regions. Each office is staffed with two or three superintendents, an education officer, advisory teachers and clerical staff.

The fundamental principles guiding this devolution of decision-making are:

a) that decisions are more effectively made in the light of local circumstances;

b) that the persons affected by a decision should participate in making the decision;

c) that the Minister for Education remains responsible for the education system, irrespective of who makes the decisions; and

d) that the public are entitled to demand accountability for the funds expended and the outcomes achieved.

1.2 Trends

For many years, school principals have been responsible for decisions regarding internal school organisation and the use of resources, for the raising and expending of school amenities funds, and for local modifications of the curriculum. In recent years, most principals have been responsible for engaging part-time teachers and teachers for short-term relief.

The major changes being undertaken at this time have been:

a) to give regional superintendents greater control over minor works, in-service education programmes and advisory services; and

b) to give school principals greater control over the curriculum and local expenditure from the Central Revenue Fund.

2. THE SCHOOL: WHO MAKES THE DECISIONS?

2.1 Participants in Decision-making at School Level

In the Regulations, the principal is responsible for all decisions made in the school. In recent years, in particular, principals have been encouraged to involve the teaching staff in school-based decision-making. In many larger schools, principals have established school councils with representatives of both teachers and parents, and in some high schools students also.

2.2 Structures for Decision-making

School councils are purely advisory bodies, and are not at present covered by the Education Act Regulations. Under the Regulations parents and citizens' associations are expressly prohibited from interfering in the management of the school or in staffing matters.

At present, the legal position of school councils is being considered with a view to regularising their existence and functioning.

3. SOME IMPORTANT AREAS: WHO DECIDES?

3.1 Curriculum

a) *Primary Schools.* General curriculum objectives for primary schools are determined by central syllabus committees, each of which consists of a superintendent as chairperson and teachers, all expert in the subject area.

Detailed syllabi are prepared by education officers in the Curriculum Branch under the supervision of the Syllabus Committee Chairmen. The syllabi are mainly presented as syllabus materials (textbooks

and other resources) which schools may use as they see fit within the limitations imposed by regional superintendents. Proposals for change may arise from any level of the system and are considered by the syllabus committees.

Superintendents visit schools at least twice a year in order to supervise the educational process. Advisory teachers also visit schools to offer advice and assistance.

School-based curriculum is recognized to require considerable resources and it is intended to proceed fairly cautiously in this area while at the same time encouraging local modifications of the curriculum. In-service education courses are being offered to assist in the development of the necessary expertise.

b) *Secondary Schools.* In secondary education, the Board of Secondary Education has general oversight of student certification and the curriculum. Its syllabus committees function similarly to the Department's committees for primary education.

Individual schools may propose their own optional subjects and formulate their syllabi for approval by the Board. This has proved particularly beneficial in providing alternative programmes for Year 11 students.

3.2 Assessment of Students' Achievements

a) *Primary Schools.* Assessment and evaluation is a matter for the school, subject to the supervision of the superintendents.

b) *Secondary Schools.* The Board of Secondary Education conducts comparability tests in the four core subjects of English, Social Studies, Mathematics and Science, in order to ensure that assessment standards are comparable throughout the system, but the assessment of individual students is an internal matter for the school concerned.

The Tertiary Admission Examination involves an external examination conducted on behalf of the tertiary institutions but school assessments have an increasing weighting in the final result.

c) *The Schools Evaluation Project.* Officers of the Education Department and staff from Murdoch University are currently involved in developing a school evaluation project in one of the high schools.

3.3 Professional Staff

a) *Staffing Levels, Selection, Appointment, Conditions.* At present all staffing matters, including levels, registrations, recruitment, promotion and conditions of service are determined centrally by Departmental officers.

b) *Supervision of Teaching Standards.* The supervision of teaching is the responsibility of the principal and his senior staff in the first instance. The regional or subject superintendent has overriding responsibility for supervising teachers.

c) *Professional Development.* In-service education is organized within each region by a committee of teachers (government and non-government) under the chairmanship of the superintendent. Statewide programmes are organized by the Superintendent of In-Service Education and the Teacher Development Committee, acting separately or in concert according to the personnel involved.

3.4 Ancillary Staff

a) *Staffing Levels, Selection and Appointment.* At present, all decisions regarding the scale of ancillary staffing are made centrally. In primary schools, the principal may recruit his ancillary staff (clerical, cleaning and gardening, and library aide staff) according to approved scales. In secondary schools, in addition to the above, registrars, social workers and laboratory assistants are appointed by the Public Service Board according to approved scales, while nurses are placed in schools by the Medical Department.

b) *Salaries, Working Conditions and Supervision.* Salaries and conditions are determined by industrial agreement negotiated centrally or by the Public Service Board. The school principal is responsible for supervising their work.

3.5 Specialist Staff

When school-based funding is instituted it is anticipated that the school will be able to make decisions on allocations concerning ancillary and specialist support staff.

3.6 School Buildings

a) *Decisions about Major Additions.* At present, all decisions regarding major building programmes are made centrally by the Education Department.

b) *Building Standards.* Building standards are determined by the Public Works Department in consultation with the Education Department. The Public Works Department is responsible for the design and construction of buildings in consultation with the Education Department, and for the maintenance of all public building including schools.

c) *Minor Building Works.* Minor works of less than $6,000 are controlled by the Public Works Department, but since 1975 some funds have been allocated directly to secondary schools for this purpose. In 1976, each regional superintendent received a grant for allocation according to the needs of primary schools in the region. For 1977 a similar approach has applied to both primary and secondary schools.

d) *Use of School Buildings.* School principals make all decisions regarding the out-of-school use of school facilities, although administrative instructions have been framed for their guidance. In certain secondary schools, the principals' decision-making powers in that regard are constrained by the use of facilities for technical education classes which are administered by an officer appointed for that purpose.

3.7 School Supplies: Books, Materials, Equipment etc.

a) *Allocation of Funds.* The funds allocated for these purposes are determined centrally by the Education Department and Treasury.

b) *Selection of Supplies.* Generally furniture is selected and purchased centrally according to approved scales and designs. Major equipment is purchased centrally, but schools receive grants for audio-visual equipment to be selected and

purchased by the school. Books and materials may be selected by schools from an approved list and a set amount utilized for individual purchases.

c) *Standards and Minimum Requirements.* In general, levels and standards of resources are determined by Education Department officers. Schools may use funds raised locally to purchase locally-determined equipment and supplies.

d) *Maintenance of Equipment.* Equipment is normally maintained by the Public Works Department.

4. FINANCE

4.1 Decisions Made at School Level

a) *Extent of Decisions Made at School Level.* At present, most of the funds over which the school exercises independent control are those raised locally. Generally, the funds allocated by the Education Department are earmarked as separate grants for specific purposes.

Direct grants for teaching aids, library books and similar items total from $1,000 to $5,000 depending upon the size of the *primary school* involved. In the case of *secondary schools*, total funds for local dispersal would be in the order of $10,000.

Schools may also requisition from the Educational Supplies Branch, materials and supplies from the Branch's inventory lists. The total value ranges from $500 in the smallest primary schools to $38,000 in the largest high schools. Large high schools may also handle a gross turnover in excess of $100,000 in school amenities accounts.

b) *Plans for Further Devolution.* In the near future, it is intended to pilot school-based funding in a few high schools by allocating approximately $200,000 per year to schools of 1,400 students. From this the school will have to budget for ancillary staff salaries, equipment and materials, other recurrent expenses and minor works. Over a period of years, it should be possible for a principal to plan his expenditure in order to modify the 'mix' of resources utilized in the educative process in order to achieve the balance best suited to the school's circumstances. The audit and accounting systems needs are at present being developed.

WESTERN AUSTRALIA: CATHOLIC SCHOOLS

1. GENERAL POLICY

1.1 Background

The Catholic Education Commission of W.A. (C.E.C.W.A.) was formed in 1971 and given the responsibility of developing Catholic education throughout the State.

The C.E.C.W.A. is the chief decision-making and policy-formulating body for Catholic schools and it has a responsibility for all units in the system. It speaks and acts for all Catholic schools in Western Australia. However, it is more a servicing than an administrative body and it promotes educational developments by guidelines rather than by directives.

Bishops, religious orders, principals, teachers, parents and other community members are represented on the C.E.C.W.A. Decisions are usually arrived at on a consensus basis and directives (which are few) and guidelines generally derive from stated requests for such assistance by, or a known need of, the school communities.

One of the most commendable features of the C.E.C.W.A. is its policy of encouraging diversity while discharging its responsibilities to co-ordinate units of the system and to rationalize the use of resources between them.

This policy is translated into practice by C.E.C.W.A. officers, who are usually designated 'co-ordinators' or 'consultants' or 'liaison officers' the better to emphasize the nature of the task in which they are involved. These officers work with individual schools and groups of schools to help them and their communities to use wisely, and without prejudice to others, the freedom they have to manage so many of their affairs including curriculum development, teacher in-service development, school management (internal and external) planning of buildings, maintenance of standards and development of educational initiatives and special projects.

1.2 Existing Practice and Attitudes

From the beginning, the C.E.C.W.A. has encouraged diversity of school operations within the total Catholic

sector, and as a consequence Order-owned and other schools are not restricted in their style of operation, provided that they do not act in such a way as to prejudice the welfare of students or staff in their own or other schools.

This encouragement of diversity has been linked closely to a policy of active promotion by the C.E.C.W.A. of school-based decision-making involving members of the local community as well as the school community itself.

Acceptance of the principle of collegiate responsibility for decision-making did not come easily to all local school authorities, many of whom knew no other way of school administration than the traditional style of control by one person, either principal or pastor and its variant of shared control by those two.

However, most local authorities were prepared to learn from the refusal of the C.E.C.W.A. to take power to itself beyond the minimum required to discharge its obligations to its constituents. The C.E.C.W.A.'s decentralizing policy provided a blueprint for local school authorities who, helped by C.E.C.W.A. liaison officers, saw that it was both possible and desirable to involve parents and others in real decision-making.

This was a considerable advance on those forms of co-operation and involvement of parents which had traditionally been considered adequate but which were nearly always confined to fund-raising, provision of services, coaching of teams, and formal and informal meetings between parents and teachers.

Good and necessary as are these activities they are almost always removed from participatory decision-making at a level that is of any great consequence for the present and future direction that education might take in a particular school.

2. THE SCHOOL: WHO MAKES THE DECISIONS?

2.1 Participants in Decision-making at School Level

Most Catholic schools in W.A., both Order-owned and other, now have some form of community participation in decisions affecting the school, though the type of participation varies markedly between Order-owned schools (the minority) and non-Order-owned. The former usually have a consultative group of parents and others who provide advice to the school authority. That is, authority is generally not vested in the group itself.

C.E.C.W.A. officers work with the schools of various Orders to assist in the development of community groups to provide this type of involvement, as a first step towards full co-responsibility of parents and staff in decision-making.

2.2 Structures for Decision-making

The non-Order-owned schools in W.A. have far outpaced the others in their development of structures and processes that make for community involvement in significant decision-making.

Nearly every one of these schools, primary and secondary, has its properly constituted school board on which parents and other community members are represented. These members are elected by the school community, and as a board, they are responsible for (i) the financial management of the school; (ii) the provision of advice to principal and staff in the area of general school policy; (iii) communications between the school and its community as well as with the wider community; (iv) planning for the future development of the school.

Together with the development of individual school boards there has been a growth in the Catholic system of W.A. of student representative councils as well as general school councils.

Development in both of these areas has been slower than in the area of co-responsibility exercised through boards. Though several schools have student councils, not many of these have yet had any significant impact on important decision-making that involves the entire school and its community.

The Catholic Education Commission is fostering both student and general community participation in the council movement, which provides a means of marshalling and using to advantage the interests and skills of all people associated with the school in such areas as curriculum offerings, school rules, health and safety provisions, and discipline.

That is the school council movement is intended to complement the operation of the school board, and the two operations can be expected to provide for the maximum amound of parent and community participation in meaningful decision-making.

Community members have been encouraged by the C.E.C.W.A. to be members of the various committees that

have been formed within the Catholic sector to manage the various Schools Commission programs.

These committees are working well and provide a useful and necessary service for the Catholic school communities at large.

2.3 Functions of School Boards

a) *Financial Responsibility.* Obviously, the powers vested in the school board are considerable. In the financial area, the board is responsible for the receipt and expenditure of all monies involved in the school's operation: school fees, donations, Commonwealth and State grants. The board has its own bank account and it is responsible for the auditing of its accounts and for making full accountability statements to the community it serves and to the government sources from which funds are derived.

The board prepares its own budget, in consultation with the principal, and it has the obligation to work within that budget. As often as it wishes, the board treasurer may seek the advice of a C.E.C.W.A. officer but the C.E.C.W.A. does not interfere in the normal financial or other work of the board.

The board is responsible for all payments associated with the running of the school: salaries for staff, purchase of equipment, provision of amenities, servicing of debts, upkeep of premises.

Decisions are made about tuition fee levels (fees differ from school to school depending on the economic circumstances of the clientele), and fee remissions.

When it is considered that a primary school of 550 pupils would be likely to have an annual turnover of $300,000, the extent of the responsibility given by the C.E.C.W.A. to the board of that school in the area of finances alone is very great. Boards respond to this trust and schools have benefited from the greater awareness of the community through board members, of what is involved in the education of children at Catholic schools.

b) *General School Policy Formulation.* The second function of boards is to provide advisory services to principal and staff that concern the development

of such matters as: the school's statement of its objectives and of the means it is using to attain those objectives, enrolment policies, staff employment and uses to which the school may be put for non-school activities.

c) *Communications and Public Relations.* The boards are responsible for maintaining and developing good communications with all interested persons and groups in the communities served by the school. Parish groups, parents and friends'associations and the like rely on the school board for information about education in general, and developments in the local school in particular.

d) *School Planning - Formation of Regional Planning Groups.* Under general guidelines promoted by the C.E.C.W.A. the local school boards assume responsibility for the future development of the school as well as the welfare of present students and staff.

A logical development of this activity has been the formation of regional planning groups. All schools in a region are encouraged to plan together, with the assistance of a regional liaison officer, for purposes of co-ordination, co-operation and rationalisation of resources. To achieve this, every school board in a region nominates one member who, with the principal of the school, works with other nominees and principals to effect a useful planning strategy affecting all Catholic schools in the locality.

3. SOME IMPORTANT AREAS: WHO MAKES THE DECISIONS?

3.1 Opening and Closing Schools

Basic decisions about the opening and closing of Catholic schools rest largely with the community and with the C.E.C.W.A.

In the case of a new school, the C.E.C.W.A. may respond to a request by community members for a school by undertaking, on behalf of that community, a feasibility study, or it may itself suggest to a community that a school could be established if the demand is evident.

A steering committee is then formed to further the project and plans may be submitted by the steering committee to the State Planning and Finance Committee. The local group deals directly with architects, lets the tenders, and is responsible for all payments involved in the building program.

As soon as the school is established the steering committee goes out of existence and a school board is formed with the responsibilities referred to earlier.

Interestingly and rightly, even the invitations to the public and to guest speakers at new school openings or the openings of the extensions to existing schools come ordinarily from the local board or steering committee.

Likewise, in the case of a school where numbers are declining, the local community, through the board, may suggest to the C.E.C.W.A. that the school be closed, or the C.E.C.W.A. may itself recommend such action to the board for its consideration.

Decisions such as these can have far-reaching consequences, and it is a credit to the people involved at local board level that their responsibilities are discerned so clearly and discharged so conscientiously.

Of course, from time to time there are tensions between members of boards and between boards and other bodies, but most of these are personality difficulties that could be expected in the normal course of events. It is usually only when board members forget that they are servants of the community that minor irritations may develop into rashes.

3.2 Selection and Appointment of Principals and Professional Staff

In the board operation, the community is involved in procedures for employment of both teachers and principal for the local school. In the case of teachers, the principal makes recommendations to the board, which is the employing authority and which is responsible for payment of salaries. Lay principals are also employed by the local board under guidelines provided by the C.E.C.W.A. This means that a selection committee of the board interviews a short-list of applicants for the position of principalship and then makes its recommendation for the filling of the position. This is a decision of major importance for the entire school community and for the future of the school.

3.3 Curriculum

In the Catholic system in W.A., schools are free to develop their own curricula and are urged to do so, taking into consideration the needs of their student-clientele. Several schools have made good use of this freedom and have developed materials and syllabuses that

are particularly useful, especially in the areas of aboriginal and multicultural education.

There is no centrally-based curriculum production but the Curriculum Co-ordinator has a prime responsibility to act as a facilitator and resource-person for individuals and groups of teachers. There has been a movement to enable teachers in a region to work together to develop curricula that are seen as desirable or necessary.

Within the Migrant and Multicultural Program there have been interesting developments in the production of materials for migrant groups by individual teachers assisted by staff of the Multicultural Unit of the C.E.C.W.A.

An innovation is the establishment of an Aboriginal Curriculum Development Unit sponsored jointly by the C.E.C.W.A., Mt. Lawley C.A.E., and the State Education Department. This unit is responsive to the needs of Aboriginal children and does for them and for their teachers what they are unable to do for themselves.

Several of the Schools Commission programs are being used to advantage by principals and staff members to develop curricula.

4. FINANCE

(See Section 2.3.(a))

5. ASSISTANCE OF THE SCHOOLS COMMISSION

In the development of school boards, school councils and regional planning groups, the C.E.C.W.A. has been assisted considerably by a grant from the Schools Commission under its Special Projects Program. An officer has been employed to foster community involvement in the ways already indicated and a team of officers has been formed to assist individual schools and groups of schools to develop principles of community decision-making. As a result, even the Aboriginal schools have their local school boards and serious attempts are being made to assist those board members to contribute to the policy formulation at their schools.

The success of the board movement in the Catholic schools in W.A. has attracted visitors and observers from inter-state and has aroused the interest of American educators with whom the movement has been discussed.

6. CONCLUSION

The responsibility of the parents and other community members for the development of education in Catholic schools has assumed new dimensions in the post- Vatican II era, and support is given in Church documents for the establishment of such groups as boards, in the manner in which they are here described, to secure and develop the spirit and practice of co-responsibility for schooling.

The C.E.C.W.A. is obviously anxious to promote sound psychological, educational and sociological thought, in keeping with current Catholic philosophy, that endorses the principles of shared responsibility and decision-making at school level because it sees that schools can remain vital only if they retain and extend intimate ties with the communities they serve. As the school board and council approach has been demonstrated to be a very useful means of securing and maintaining this vitality, the C.E.C.W.A. considers that it has an obligation, which it shares with pastors, parents and school personnel, to assist the growth of this movement.

From direct observation it can be known that shared decision-making in the form promoted in Catholic schools in W.A. enables schools more easily to attain their educational goals. As an important instance, involvement of community members relieves principals of considerable involvement in financial matters that can so easily distract them from their professional educational responsibilities.

The board and council operation is designed to secure within the local school community the most effective and harmonious efforts of all individuals and groups who have at heart the interests of the pupils attending the Catholic school and who wish to work in a co-operative and informed way for the present and future good of students.

This involvement of the community in school decision-making gives recognition to a principle always affirmed in Catholic philosophy of education, namely, that the parent is the first and most important educator. It also continues to give recognition to the function of the pastor as the person mainly responsible, under the bishop, for the pastoral care of all members of the Catholic community, and to the role of the principal as the person mainly responsible, with the staff and students, for the internal functioning of the school.

TASMANIA: GOVERNMENT SCHOOLS

1. GENERAL POLICY

1.1 Existing Practice and Attitudes

In all areas schools are encouraged to develop an educational program to meet the needs and requirements of particular groups of children in relation to sociological factors, interests, varied abilities and readiness for aspects of learning. This policy is not formalised in regulation but is implicit in attitude.

In determining their programs *primary schools* operate within the broad framework of the statement of philosophy and aims published in the 3-8 Report (1968) and other guidelines (Art and Craft Handbook, Maths in the Primary School) published by the Department. They are also free to use materials from any other source and to enlist the services of consultants, curriculum officers, subject supervisors and regional superintendents.

Secondary Schools have tended to work in a flexible framework which has involved a moderation procedure operated through the Schools Board of Tasmania. Of considerable significance to the future direction of secondary education is the recently published report 'Secondary Education in Tasmania'. In the future, secondary schools will and should become more diverse. The policy can be summarised as follows:

'Diversity of schools is seen as desirable because the profession is at a point where its members in each school and college should work out what should be done and how it should be done for the particular school community which is being served. Within the school's own policies that are developed by its staff it must be possible to accept diverse approaches by individual teachers.'

The *Secondary Colleges* are more closely tied to external examination requirements determined by the Schools Board of Tasmania. The syllabuses are more explicit and at least half of the assessment of a student is by way of an external examination. Given this constraint, the colleges and the departments within them are free to develop their own approaches to teaching. They are also free to provide their own subjects and certification of those subjects outside the major subject areas. The philosophy statement developed in the late sixties has

been quite influential in determining the attitude of each college to student development and teacher-student relationships.

A general statement of the educational philosophy of the Colleges is attached as an addendum to this paper.

1.2 Policy Changes: Some Significant Reports

The release of reports such as *The School in Society* (1968) *Education from Three to Eight* (1968) and *The Educational Needs of Rural Areas* (1971) has had a marked impact on policy development in Tasmania.

The recent report on *Secondary Education in Tasmania* is expected to influence the areas of decision-making, school management and staff organisation in schools. Aspects of the 'Survey of Secondary Education' and the resulting report are summarised here:

a) Submissions have dealt in general terms with the need for the involvement of all teachers in policy decisions, the need for staff decision making to be concerned with real issues, and the general difficulty of using the full staff meeting as a decision-making instrument.

b) The following practices and beliefs revealed by the 'Survey of Secondary Education' merit mention in this section of the Report. Forty-two schools have a written statement of objectives for the school, and twenty-five do not. Of the forty-two, twenty-seven have been reviewed in the past year, mostly by the senior staff. The Committee would see this as indicating a low level of participation by staff in making major decisions about policy in the school. In the same vein, of the thirty-three schools which have a written statement of rules, twenty-two had participation by staff, and in a few cases students as well, in the compilation of the statement.

By and large, the existence of a hierarchy is reflected in the matters discussed in this section of the survey. Major school decisions tend to be made by senior people, and less sweeping decisions tend to be made by general staff. In matters of discipline there is generally a chain of referral, with referral to vice-principal or principal regarded as 'most serious'.

Staffs showed a general reluctance to be involved in the appointment of teachers to the school. The

appointment of a principal was overwhelmingly seen as a responsibility of the Department alone. Even in relation to the appointment of teachers, no more than half the school staffs would seek to be involved in any way. The other half would see this as a responsibilty of the Department alone.

c) A key aspect of decision-making within secondary schools, especially high schools, is the relationship between the senior staff and the whole staff. It was suggested to the Committee that teachers sometimes feel about the senior staff that *they* have made all the decisions. The situation particularly to be avoided would seem to be one where the principal or the senior staff make decisions and take them to the full staff to report or seek ratification. A better model would seem to be for the full staff to give initial consideration to a subject and for the senior staff to meet subsequently as an executive body or to work towards a consensus on a difficult matter.

From these considerations the following principles for the system have emerged:

a) The importance of the leadership role of the principal in secondary schools should be recognised. Principals should be supported in their development of this role.

b) Teachers in secondary schools should be able to participate in decision-making. Special efforts should be made to extend the involvement in decision-making of specialists not represented by senior staff.

c) Each school should have responsibility for deploying its staff in accordance with its own assessment of teaching requirements and the contributions which members of staff can make.

d) The organisation of staff should not be tied exclusively to curriculum compartmentalization.

1.3 Regional Developments

A recent re-organisation within the Education Department has led to the establishment of a Directorate of Schools and Colleges. This has at its head a Director of Schools and Colleges, who has overall responsibility for education planning and development for all schools and colleges within the state.

Assisting the Director are three deputy directors particularly responsible for primary, secondary and technical and further education. (It should be noted that these terms are used to encompass the following areas; primary includes kindergarten to Grade VI, secondary includes (matriculation) colleges whilst technical and further education includes Adult Education).

The above group, in collaboration with the Director of Services, is responsible for the overall establishment of educational priorities and, in so doing, works in very close relationship with the Regional Offices and with schools.

The position of Regional Director was created in January 1970 in the north and north west of Tasmania and was extended to the south in September 1973. The current situation is that Tasmania with a total area of 26,000 square miles and a population of 400,000 is divided into three regions with the northern section 84 schools, north western 67 and southern 135.

The Northern and North Western Offices have three Regional Superintendents, one for each of infant, primary and secondary education. There is one additional primary and one secondary superintendent in the Southern Region because of the size of the region. These Regional Superintendents are the only field officers for the Directorate of Schools and meet regularly with the appropriate Deputy Director to discuss the implementation of policy.

The Regional Director and his Regional Superintendents form the top management group to decide on priorities and the educational services to be provided from Kindergarten to Matriculation Colleges within the region. Regional officers are responsible for such tasks as the staffing of schools; assessment of teachers; maintenance of schools from a budget allocation; minor works programmes, (there is an upper limit of $5,000 but larger works can be carried out in stages); teacher accommodation; teacher development through In-service Training Courses, and the communication of necessary information to Head Office.

The organisation of the Tasmanian Education Department into three Regions has resulted in more personalised administration with the increased accessibility of schools to a Regional Director who is authorised to make local decisions and interpret local aspirations and needs. This in turn assists schools in their decision-making through the ready access to the Regional Office and its support staff.

2. THE SCHOOL: WHO MAKES THE DECISIONS?

2.1 Participants in Decision-making at School Level

At this stage the majority of schools have a general statement of philosophy in the form of general aims followed by an outline of more specific aims and an indication of how the aims will be achieved to the best advantage of the school population.

a) *Principal and Professional Staff.* It is usual for the principal and staff to spend a considerable amount of time in the development of a realistic policy which, if not developed with the assistance of parent representatives, is made available to parents and the community for information and further development.

The relating of these aims to classroom and school procedures and outcomes is the current concern of most schools and is involving staffs in much discussion and self-evaluation. Evaluation is seen as a matter for school decision and the pattern could vary greatly from school to school.

b) *Parents.* School Parents and Friends' Associations have in recent years begun to take a much more active role in education activities due to the provision of more generous government funding to schools which has largely relieved associations of their fund-raising burden. Although no formal arrangement has been made it is generally expected that Parents and Friends' bodies play a significant part in the development of school policies and the utilisation of funding available to schools. It is not uncommon for Parents and Friends' bodies to financially assist schools on projects in conjunction with Schools Commission funds.

3. SOME IMPORTANT AREAS: WHO MAKES THE DECISIONS?

3.1 Curriculum

a) *General Curriculum Objectives.* The ongoing process has been as follows: in secondary education objectives have been established by Syllabus Committees of the Schools Board in the primary by occasional syllabus committees set up to look at particular areas of the curriculum. A general framework has been established by major periodic

reviews such as the School in Society Committee or the Committee on Secondary Education. A firm proposal that has been made for the future is the establishment of a Standing Committee on Education which would consider general objectives on a continuing basis (see 8 below).

b) *Syllabus Construction: Flexibility for Schools.* In primary education and lower secondary (Years 7 to 10) syllabi are constructed by schools working towards end-points set out in the general statements. This also applies with all levels at H.S.C. (Years 11 and 12) except for Level III where external examination syllabi are provided.

In primary education and lower secondary (Years 7 to 10) textbooks are specified by schools. At H.S.C. Level III texts are prescribed for some subjects and recommended for others. There is no State prescription or purchasing of books for all schools.

Except in the external examination area a good deal of flexibility is provided and used at school level. The appropriate term is 'suggestions' and not 'prescription' and, in fact, there are considerable variations between schools in relation to content, emphasis, sequence and so on. Some schools tend to use books and programmed material from commercial publishers and this may tend to reduce their flexibility.

At secondary level schools can develop courses of their own but need to have these approved by the Schools Board if they are to be included on the Board's School Certificate. Subjects outside this approved area for certification tend to be peripheral. A survey of all Tasmanian secondary schools found an enormous variety in such subjects and courses, with an average of about 10 per cent of students' time spent on them. Some schools are in the process of developing curricula (except in Maths and English) at a school level and consequently are tending to underwrite their own certification.

At primary level, even with important developments like integration, variation is more within subjects than in the development of new subjects and courses. The survey of Secondary Education, conducted in 1976 found that with such decisions as the adoption of a work experience program or the adoption of a language across the curriculum project the full staff would be involved in a consultative way with the decision usually made either by the total staff

(half of the schools) or by the senior staff (about twenty-five per cent of cases). In some schools such decisions were made by the principal or by a staff committee.

c) *Curriculum Change.* A variety of people including groups such as subject associations, groups of teachers, the Curriculum Branch, or individual schools decide whether some sections of the curriculum should be changed. Schools Board Committees, and Regional Moderation Committees at either School Certificate or Higher School Certificate level, play a very important role in this area.

d) *New Curricula.* Teachers and representatives of other groups interested participate in the development of new curricula. Until recently, at secondary level, the Schools Board did not take any initiatives itself but responded to initiatives coming from the school, a subject association etc.

e) *Supervision of the Curriculum.* At primary level the only authorities exercising supervision are superintendents but this is perhaps best described by the term 'benign'. Supervisors and consultants are, of course, available to give advice.

At lower secondary level there is a moderation scheme where peer groups of teachers carry out the process and discuss, for example, the provision of a curriculum related to defined end-points. Supervisors of subjects frequently initiate circumstances to permit exchange of ideas and interpretation of curriculum direction. Moderation consultants also participate in the process mentioned above.

At Higher Schools Certification Level III there is an external examination so that the question of supervision does not arise. At other H.S.C. levels there are subject advisers, appointed by the Schools Board, who confer with the school about particular courses.

In relation to the lower secondary level the Survey of Secondary Education showed that 50 out of 64 schools (78 per cent) felt that the Schools Board was of some importance as a limiting influence on their development of the educational programme. Most high schools (but a distinct minority of the smaller country district schools) considered it possible that, at some future time, they may wish to discontinue their involvement in Schools Board Certificate procedures.

Again at lower secondary level a majority of schools saw the Education Department and the staff of the school as being the major participants in decision-making but they also saw a consultative role for a joint staff/community council and for students.

f) *Support and Advisory Services.* Support is available from subject supervisors and consultants seconded from schools, from teacher development programs and the information service established within the Directorate of Services, from the Curriculum Branch (see new initiative noted below) and from groups such as the Innovations Committee and the Priority Schools Committee who are related to Schools Commission programs.

g) *Planned Future Developments.* A general development towards school-based curriculum development within guidelines provided for all schools (proposal for a Standing Committee on Education 'to identify or generate an overview of a set of purposes, values and processes for schooling') is planned for the future. Curriculum development is seen as a co-operative activity involving schools and other groups such as the State Curriculum Centre and the C.D.C. In this respect an important initiative in 1977 will be an investigation by the Curriculum Branch through task forces to establish the support needs for school-based curriculum development. Many of these developments have been supported by the Committee on Secondary Education which has recently reported to the Director-General. In this context proposals relating to a core curriculum for lower secondary education should be noted.

3.2 Assessment of Students' Achievements

Evaluation is regarded as a matter for school decision and there is considerable variation in programs. In some instances class evaluation is by the principal or Infant Mistress using their own tests, published tests (such as A.C.E.R.), diagnostic tests and subjective evaluation. In others, evaluations are carried out by a teacher on the basis of continuous assessments, check lists and child studies. It is also possible to combine both methods.

In the primary school the control is at the school level, but at the secondary level schools participate in a moderating program prior to the issue of the Schools Board Certificate. 'Moderation' is a process by which syllabi and standards between schools in all sections of the State are checked to see that they meet Schools Board

requirements. Subject moderators are appointed to sub-regions and supervise moderation meetings in their particular subject in consultation with the other subject moderators throughout the State. All results are referred to the Schools Board which checks to ensure that the awards at the various levels fall within acceptable guidelines. There is general agreement that the process is successfully achieving comparability of standards between high and district schools, between State and private schools and between the various regions of the State.

3.3 Professional Staff

a) *Staffing Levels.* Staffing in schools is controlled initially by the State Treasury as the funding available determines the number of teachers who can be employed. This control is then delegated to the Chief Personnel Officer who works in close consultation with the Directorate of Schools and the Regional Directors in the allocation of staff to individual schools. Many schools employ additional staff on a part-time basis through the utilisation of S.C. funding.

b) *Entry into the Profession.* There is no registration of teachers in Tasmania. Admission to the teaching service is through the training institution or outside recruitment of suitably qualified persons.

c) *Selection and Appointment.* Staff is appointed according to recommendations made by Regional Directors. Schools do not have a major role in selection of staff although they are able to inform the Regional Director of their requirements and every effort is made to meet these. The present system of promotion means that a school plays no part in the appointment of its own senior personnel and this is seen as presenting some problems to a follow through of school-based decision-making. The turnover of staff in schools, particularly in some rural areas mitigates against advantages of school-based decision-making as staff are unable to have enough continuous time to plan, develop and then evaluate.

Schools make their own decisions regarding other resource personnel. Consultants are available on request of schools or of individual teachers.

Part-time staff are nominated by the school as are relief teachers.

d) *Promotion.* All teachers eligible for promotion may make application for assessment by 15th March in any year. Regional Directors and Superintendents have to plan itineraries that will enable them to visit schools in time to write assessment reports and lodge them in time to be considered by the promotion committees which meet on five occasions between April and September to determine promotions in various categories of positions. For teachers below the level of principal, the principal's report carries equal weight to that of the Superintendent. Teachers have indicated very positively that they wish Superintendents to be involved in inspections. All positions below that of Superintendents are subject to appeal to the Promotion Appeals Committee which has a representative appointed by the Tasmanian Teachers' Federation.

e) *Salaries, Working Conditions, Superannuation etc.* Salaries and conditions are determined through negotiation with the Public Service Board. Superannuation conditions are outlined in the 'Retirement Benefits Act'.

f) *Supervision of Teaching Standards.* The supervision of teaching standards is under the control of principals in consultation with senior staff. Principals are required to write reports on staff members requesting an inspection for promotion purposes. The report is part of a fuller report which also includes the Superintendent's report and recommendations.

g) *Professional Development - The Planning of Activities and Selection of Participants.* Teachers' Centres are well established in each region. Programming of In-Service Training Courses is under the Director of Services who co-ordinates work throughout the State. Regional Directors and Superintendents can offer advice and recommendations at the planning level and sponsor courses. Regional Superintendents would see a major part of their work in teacher development as being done through their meetings with principals.

Supervisors and consultants are available to schools on request and school-based seminars organised as a result of corporate staff decisions are held throughout the State. Attendance at in-service courses is usually determined by the principal or Infant Mistress in consultation with staff and in relationship to the development of the school program.

3.4 Ancillary Staff

a) *Staffing Levels, Selection and Appointment.* Primary schools are serviced by ancillary staff in the form of cleaner, groundsmen, aides, clerical assistants, itinerant specialist teachers (music, physical education) and part-time staff.

Cleaners and groundsmen are appointed according to recommendations made to Head Office by the principal. The number of hours cleaning to which a school is entitled is determined according to a formula based on the area of the school. Groundsmen are appointed according to the school classification and this causes many problems, especially where a small school has extensive grounds.

Clerical assistants are also appointed according to recommendations made by the Principal and the number of hours is determined by the classification of the school.

Aides and part-time staff are financed by individual schools from Schools Commission and Child Care funds. Appointees are recommended by the principal and are employed as part of the school's overall program.

Itinerant specialists are responsible to the subject supervisor and visit schools on a regular basis.

b) *Salaries and Working Conditions.* Salaries and working conditions of ancillary staff are determined under State awards. Hours of work are negotiated between the principal and the employee and penalty rates are paid to cleaners and groundsmen for work performed outside normal shifts.

c) *Supervision* is carried out by the principal and senior staff - supervision of school cleaners and groundsmen is a significant problem when duties are performed out of normal school hours and particularly during vacation periods.

3.5 Specialist Staff

There is limited specialist support staff available to primary schools and their distribution is determined by the central authority.

In secondary schools more extensive specialist staff is available, with the school and the regional officers determining the type and extent of such staff to be appointed to a particular school.

3.6 School Buildings

a) *Decisions About Major Additions and Renovations.* The school prepares a request which is forwarded to the Director-General of Education through the Regional Director. The Regional Director gives the project a priority listing in his area. These listings are considered by the appropriate Deputy Director of Schools and Colleges for final groupings.

b) *Building Standards - Design, Appointment and Control of Architects.* Design and Standards Committees exist for the purpose of determining standards of building etc. in Primary, Secondary and College Buildings. Each committee has representatives from the following areas:

i) Directorate
ii) Planning Officers
iii) Teaching Staff
iv) Department of Construction

Building and Planning Staff prepare briefs for Department of Construction after consultation with school principals and Regional Director. Department of Construction appoints the architect who liaises with Planning staff. When a plan is considered to be satisfactory it is forwarded to school for comment prior to final sketch plans being prepared. Senior Superintendent of Buildings and Planning staff gives final approval to plans prior to authority for the preparation of working drawings and documentation being given.

c) *Maintenance of Buildings.* Repairs, minor modifications and routine maintenance such as painting are handled by schools through their regional office. Cleaners are appointed in accordance with departmental policy on floor areas.

d) *Use of School Facilities.* In most cases this is decided by the school principal in consultation with the Regional Director. In a few cases a request may be directed to the Director-General who would refer the request to a principal for decision.

3.7 School Supplies - Books, Materials, Equipment.

a) *Allocation of Funds.* Schools operate within their budget allocation from State and Commonwealth funds to provide books, materials and equipment. Levies are also charged to assist in the provision of materials for art, reading, sport, and some other subjects. Parents' associations and mothers' clubs also generally provide additional funds or items of equipment from their resources.

b) *Selection of Books, Materials, Equipment and Furniture.* The decision on the amount and type of materials and equipment required and the allocation of funds is made by the principal in consultation with staff and parent bodies. The selection of books and materials is made by staff members who normally act in consultation with specialist teachers, librarians, other staff and subject supervisors. Equipment is normally selected from the annual requisition list or the Media Centre Catalogue by the principal in consultation with staff. Furniture is available on requisition from the Education Department and is supplied according to the needs of the school.

c) *Restrictions on Suppliers.* The Supply and Tender Department normally calls tenders and arranges for the supply of equipment and materials. Parent bodies are able to purchase from any satisfactory source and sometimes do so in order to expedite supply. Library books are available from certain recommended suppliers only, if State or Commonwealth funds are used.

d) *Standards and Levels of Resources.* The number of library books is determined by the principal and staff (including the librarian) according to the school policy. The Supervisor of Libraries and the Library Consultant are available to give advice in this field.

The type and quality of furniture is determined by a committee operating within the Education Department but including teacher representation.

e) *Maintenance of Equipment.* Maintenance of audio-visual equipment is carried out by the Tasmanian Media Centre which also utilises private firms where necessary, particularly in areas remote from Hobart or Launceston. Typewriters and duplicating machines are serviced under contract by Supply and Tender Department at no charge to the school, but schools must arrange with local suppliers for the repair of photo-copying machines which can be

an expensive factor in the school's budget.

Other items such as vacuum cleaner, polishers and urns can be repaired through the regional office which issues repair orders at no cost to the school.

4. FINANCE

4.1 Extent of Decisions made at School Level

Funds available for School-based decision-making in 1977-78 are:

a) Approximately 70% of Schools Commission general recurrent grants — $3,920,000

Schools Commission grants are available to schools for the following electives:

Part-time teacher aides;

Teachers - full-time, part-annual, part-time daily, part-time hourly;

Relief teachers for in-service training;

Cash grants for student travel;

Teacher travelling;

Credit allocation - materials and equipment;

Cash grants for materials and equipment;

Cash grants for books;

Cash grants for minor works and ground development.

b) State financed supplies for materials and equipment (1978) — $2,100,000

State (annuals) available for purchase of materials and equipment (both expendable and of a capital nature), schools choose requirements from an extensive list of items, 15% of allocation available to each school may be taken as a cash grant — $6,020,000

4.2 Restrictions on Decision-making

Commitment of school electives are subject to guidelines laid down by the Department in accordance with accepted practice for the acquisition of resources from public funds.

Cash grants are available for alternative uses to those originally nominated e.g. cash grant for books may be partly expended as materials and equipment. Credit allocations for staff are administered through the Department in accordance with procedures adopted for State financed staffing.

4.3 Control and Support of School's Financial Operations

Within the school, the school principal is responsible for providing each department with electives. Decision-making usually involves staff and parent groups within each school.

Management committees have been set up to administer Schools Commission funds at State level. Whilst staffing is allocated to regions for consultancy in support of these programs no financial support or control is exercised at regional level.

The Management Committees allocate the remainder of funds to support programs resulting from school initiatives. The Management Committees include: senior education administrators and representatives of principals, teachers and parents.

ADDENDUM

STATEMENT OF EDUCATIONAL PHILOSOPHY OF THE SECONDARY COLLEGES

The Colleges of the mid-seventies, some of which have deleted the adjective 'matriculation' from their titles, are significantly different from those of a decade ago. Although the major obligation of the colleges is still to the intake of students from Grade 10 High School classes, the composition of this intake has changed. There is a greater proportion of students who are not academically oriented coming to the colleges for a fifth (and sixth) year of secondary education. It is also seen as desirable that the expensive plant and facilities of the colleges be available for greater community use, both curricular and recreational. Community use of the colleges will vary according to the geographical location of the colleges and their proximity to other institutions. In some cases, it will be advantageous to merge, say, matriculation and technical college facilities. Provision should be made for adults to use not only the normal curricular programmes of the colleges (both day and evening classes) but also to use specialist and recreational facilities (such as art rooms, the gymnasium or the theatre).

'If you cannot perceive that the youth of seventeen is nearer to the young man four years his elder than he is to the child who is four years his junior: that at bottom he no longer wants to be in the environment where he spent his twelfth birthday, and that this is a part of his search for adult dignity, that the watershed comes at about sixteen, some little time after puberty: then I can only classify you among the great majority of adults, well represented in the educational and medical professions, who just do not understand young people.'

This quote (Times Educational Supplement, 19 February 1965) from R. Wearing King sums up the philosophy behind the concept of Matriculation Colleges.

It is the obligation of the Matriculation College not only to prepare candidates for the academic requirements or vocational needs of tertiary education or employment but also to bridge the gap between secondary and tertiary education. Bridging this gap involves more than academic learning - the college must prepare students for the acceptance of the responsibility for their own actions; it must make the exercise of self-discipline a reality; it must provide the opportunity for the full development

of student government; it must allow for students to control their own activities; it must lead young men and women to think for themselves and make their own judgments; it must provide them with a framework of sound moral and ethical values on which to base their patterns of behaviour.

The young people for whom the planning is being undertaken need to be fully understood. They are a new type in many ways. They were born into a period of post-war relaxation and comfort, into an era when their age group is one of the main targets of commercial advertising and merchandising, into an age of affluence, full employment and the protection of the welfare state, into a world where the sum total of human knowledge is doubling every few years. They have been brought up in an atmosphere that has led them to question the answer rather than meekly answer the question. They have rejected many of the traditional forms of authority but they are much more prepared to set up their own authorities than their predecessors were. They have set up their own fashions, likes and dislikes, terms of reference and even language. They have developed their own individualities. These attributes are entirely their own and not a slavish copy of their elders. They have in their make-up more frankness, more honesty, less inhibition, less mock modesty, more willingness to think for themselves, more power to be analytically and destructively critical than their counterparts of an earlier age ever had.

The young person of this age must be allowed to retain his dignity. Respect at least must be paid to his ideas and opinions. It is inevitable that risks will occur and must be met as they arise. As part of this, students will be faced by the possibility of doing the wrong thing and of making a wrong judgment. It must be recognised that it is not possible nor is it desirable that such a set of rules be devised that will provide for the elimination of risks and prevention of wrong judgment. Rules must be kept to a minimum.

It is stressed explicitly that adequate provision should be made for the development of students' interests beyond the mere subjects for examination. This is apparent in the demand for musical activities, art extensions in the widest sense, ventures into drama, television and film making, physical development and recreation, and the general gamut of student clubs.

TASMANIA: CATHOLIC SCHOOLS

1. GENERAL POLICY

1.1 Existing Practice and Attitudes

The fundamental principle adopted in this State is one of subsidiarity, ie. decisions should be taken at the lowest appropriate level.

Decisions, then, which affect only one school are taken in that school. Decisions affecting a limited number of schools are taken by consultation among those schools. Decisions affecting the whole State are taken at the central office level after consultation.

2. THE SCHOOL: WHO MAKES THE DECISIONS?

2.1 Participants in Decision-making at School Level

The situation varies from place to place.

In most cases the principal plays a significant role in any school-based decision. A notable exception in a number of our schools would be the financial decisions where often the Board of Management (see IV Finance) may exercise the strongest influence.

A continuum showing the degree of influence exerted by various people in educational decisions would be:

Principal
Professional staff
Other staff
Parents
Students
Outside community.

The finance continuum would be:

Board of Management
Principal
Other parents
Staff
Students.

2.2 Structures for Decision-making

In each school a Board of Management has been established to manage the finances of the school. Each school has a Parents and Friends' Association which is usually involved in fund raising and exerts some influence in the educational policies of the school.

3. SOME IMPORTANT AREAS: WHO MAKES THE DECISIONS?

3.1 Curriculum

a) *General Curriculum.* The principal together with staff determines general curriculum objectives. In one school at least the school council including parents and students has some influence.

The influence of curriculum developed outside the system is strong.

b) *Syllabus Construction: Flexibility for Schools.* Generally detailed syllabi are constructed by individual teachers who also specify textbooks.

Considerable flexibility is allowed and actually used at the school level.

c) *Curriculum Change.* The principal usually decides whether some section of the curriculum should be changed, although in some cases, especially in the area of religious formation, the decision may be taken at the central office level.

d) *New Curricula.* Very few people within the Catholic system participate in the development of new curricula.

e) *Supervision of the Curriculum.* Primary schools are subject to State 'supervision' to determine that the curriculum is being followed. Secondary schools at higher levels are subject to a moderation system. Some lower secondary schools participate in a moderation system; some are self-moderating.

f) *Support and Advisory Services.* Support is given by way of finance from Teacher Development Funds; and by way of advice from Education Office staff.

g) *Planned Future Developments.* The system is in the process of developing regional (small) committees to encourage school-based curriculum development.

3.2 Assessment of Students' Achievements

In the primary schools standards are maintained by the interaction of teachers. Testing is the responsibility of individual schools although schools do participate in some system testing. Schools participate in A.C.E.R. and other testing projects for special 'subjects', e.g. reading.

Secondary testing is by way of the moderation system.

External examinations are conducted only for H.S.C. students.

3.3 Professional Staff

a) *Staffing Levels:* Staffing levels are generally determined by finance available.

In the primary schools the decision is made at a central office level. In secondary schools the decision is taken by the principal and the financial advisers.

b) *Entry to the Profession.* The Statutory Registration Board determines admission to the profession.

c) *Selection, Appointment and Promotion of Staff.* The principal selects, appoints and promotes all staff.

d) *Salaries, Working Conditions, Superannuation etc.* Individual schools determine salaries and superannuation. A set of guidelines for working conditions is published by the central office.

e) *Supervision of Teaching Standards.* It is the principal's responsibility to ensure adequate teaching standards. The method of supervision is determined by the individual principal.

f) *Professional Development.* The principal, in some cases after consultation within a staff meeting,

makes decisions about the types of in-service education and professional development activities teachers should undertake.

3.4 Ancillary Staff

The principal, together with the Board of Management, determines the level and allocates resources for ancillary staff. The principal selects and appoints the staff and supervises their work. The Board of Management determines their salaries and working conditions.

3.5 Specialist Staff

Very few specialist support staff are available in Catholic schools.

3.6 Buildings

a) *Decisions About Major Additions and Renovations.* The Central Office, by way of Advisory Council, makes decisions about major additions, renovations and rebuilding.

b) *Building Standards.* Standards are now determined by the Schools Commission. Within Schools Commission standards the major influence is available finance.

c) *Design, Appointment and Control of Architects.* Individual schools in consultation with central office personnel are responsible for the design of buildings and the appointment and control of architects.

d) *Management of Construction.* The letting of tenders and the authorisation of contracts are the responsibility of the property association owning the school.

Supervision of construction is usually the responsibility of the architect.

e) *Maintenance.* The school Board of Management is responsible for the maintenance of all buildings.

f) *Use of School Facilities.* The principal makes the decisions about the use of the school facilities outside of school hours.

3.7 School Supplies, Books, Materials, Equipment etc.

a) *Allocation of Funds.* The Board of Management decides the amounts of funds allocated to books, materials and equipment.

b) *Selection of Books, Materials, Equipment.* Individual teachers and librarians select books and materials for schools. The teachers plus Board of Management are responsible for selecting equipment and the Board of Management selects furniture.

c) *Restrictions on Suppliers.* Generally, use is made of government stores for purchasing supplies.

d) *Standards and Minimum Requirements.* Use is made of standards determined by the Schools Commission for library books, furnishings etc.

e) *Maintenance of Equipment.* Individual teachers are required to inform schools of the need for maintenance.

4. FINANCE

As stated earlier, each school has established a Board of Management to control the finances of the school. These Boards consist of the principal, and a number of interested parents and other persons from the local community. Often a number of the teachers are members of the Board. The Board has responsibility for the management of *all* funds available to the school.

Two important aspects of funding which are beyond the control of the Board are the amount of State funds available to the school and the amount of Schools Commission funds. The Board does, however, have the responsibility of determining the level of fee income.

The financial position of Catholic schools severely limits the decision-making capacity of these Boards. Most of the expenditure decisions are forced in the sense that once the necessities are met very little money is available for distribution to any other area.

AUSTRALIAN CAPITAL TERRITORY: GOVERNMENT SCHOOLS

1. GENERAL POLICY

1.1 Background: Establishment of the A.C.T. Schools Authority

Devolution of decision-making to school level was a basic principle in the establishment of a separate school system in the Australian Capital Territory. The Assessment Panel which reported to the Government in 1973 on the nature and form of a separate ACT system, expressed its support for this principle in the following way:

> We believe that the degree to which flexibility and adaptability are achieved in the schools of the Australian Capital Territory will be a function of the degree to which school boards are delegated powers to make important decisions affecting their own schools. Indeed, we believe that the Authority's fundamental role should be to centralise in its office only those functions which clearly and obviously cannot be carried out by school boards with a reasonable degree of economy and efficiency.

When it agreed to the establishment of a Schools Authority to conduct the public school system in the Australian Capital Territory, the Government accepted recommendations which led to the creation of a participatory decision-making system. The central policy-making and administering body for this system, the A.C.T. Schools Authority, is a committee or council of one full-time and fourteen part-time members responsible directly to the Minister for Education. The full-time member is the Chief Education Officer while the part-time members comprise:

- two nominess of the A.C.T. Council of Parents and Citizens' Associations;
- three nominees of the A.C.T. Teachers' Federation;
- one nominee of the Canberra Pre-School Society;
- two nominees of the A.C.T. Legislative Assembly;
- six nominees of the Minister for Education.

The Authority is supported by a central administrative and professional staff under the direction of the Chief Education Officer.

1.2 School Boards: Government at the School Level

Not only is there participation at the central level but also at the school level, for the Government also accepted a recommendation that each primary and secondary school and college should have a board. These boards were to have:

> ...fullest possible power and responsibility consistent with their being part of a Commonwealth statutory authority.

The degree to which decision-making has formally been devolved to school level is indicated in Sections 38 and 39 of the Australian Capital Territory *Schools Authority Ordinance* 1976. This Ordinance, which came into operation on 1 January 1977 provides the legal basis for the conduct and administration of the A.C.T. government school system.

2. THE SCHOOL: WHO MAKES THE DECISIONS?

2.1 Participants in Decision-making at School Level

The establishment of school boards within the A.C.T. school system is designed to provide a mechanism and a structure which will ensure the right of interested groups to participate in decision-making at the school level. Boards have the following membership:

- the principal
- two members elected by the teaching staff
- three members elected by parents
- an Authority nominee
- two student members (in secondary schools and colleges).

Boards may also co-opt other members for specific purposes. These co-opted members do not have voting rights.

Because schools in the A.C.T. operate with a considerable degree of independence, principals and teaching staff have a major responsibility for the detailed planning of new procedures, processes and programmes for consideration by the school board and for developing and implementing the administrative arrangements and

educational strategies needed to give effect to the board's policies.

2.2 Structures for Decision-making

Sections 38 and 39 of the Schools Authority Ordinance set out the functions and powers of school boards in the following terms:

Functions of School Boards.

38. (1) The functions of the board of a school are -

(a) to determine the educational policies to be implemented at the school;

(b) to assess, from time to time, the needs of the school in relation to the provision of buildings and facilities, funds and teachers and other staff and make recommendations to the Authority with respect to the meeting of those needs;

(c) to determine the purposes for which funds made available for the school are to be expended;

(d) to make recommendations to the Authority in respect of the use of the buildings, facilities and equipment of the school for purposes other than school purposes;

(e) to develop relationships between the school and the community and between the school and community organisations;

(f) to make recommendations to the Authority on matters relating to the school; and

(g) such other functions as the Authority confers upon the board.

(2) The Authority shall, where necessary, enter into discussions with boards and, where necessary, may give such directions as it thinks fit regarding the manner in which the functions of a board or of boards generally are to be performed.

(3) In the performance of its functions, a board shall comply with the directions (if any) given by the Authority under sub-section (2) and applicable to that board.

Powers of School Boards.

39. (1) Subject to this section, a board has power to do such things as are necessary or convenient to be done for, or in connection with, the performance of its functions.

(2) Nothing in this Part derogates from the functions and powers conferred upon the Authority by Part II.

(3) The performance of a function, or the exercise of a power, by the board of a school does not affect the performance by the Authority of its functions, or the exercise by the Authority of its powers, in respect of that school.

Although the legislation establishing the Schools Authority was only enacted late last year, the A.C.T. school system has had interim school boards since the beginning of 1974 when responsibility for the government school system was assumed fully by the Commonwealth.

During the past three years the Interim A.C.T. Schools Authority, which was appointed to administer the government school system until a permanent authority was established, has attached the utmost importance to the establishment and operation of school boards. A major emphasis in its priorities for the 1976-78 Triennium was decentralisation of decision-making to the school level in areas of curriculum, staffing and finance and the provision of appropriate resources to achieve these ends.

The Interim Authority appointed a number of professional officers (ten in 1976) to act as liaison officers with interim school boards. These liaison officers attended board meetings and assisted interim boards in defining their roles and the limits of their responsibility and power, by interpreting the Interim Authority's policies, and developing effective communication channels on matters of policy and administrative detail. These links between the Authority's office and school boards have been strengthened since the establishment of the permanent Schools Authority as it has appointed its own officers as its nominees on school boards and has established regional teams of school liaison officers to maintain contact with schools, boards and parents' groups in particular regions.

The following reports provide relevant background on the development of the A.C.T. school system:

Report on an Independent Education Authority for the Australian Capital Territory: Report of a Working Party, Canberra: Department of Adult Education, Australian National University, 1967 (Currie Report);

Secondary Education for Canberra, Parliamentary Paper No. 62, 1973 (Campbell Report);

A Design for the Governance and Organisation of Education in the Australian Capital Territory, Parliamentary Paper No. 72, (Hughes Report).

3. SOME IMPORTANT AREAS: WHO MAKES THE DECISIONS?

3.1 Curriculum

a) *General Curriculum Objectives.* Within a broad framework of aims and principles determined by the Schools Authority, school boards are responsible for determining general curriculum objectives. Teaching staff play an important role in preparing recommendations and providing guidance for boards on schools' curriculum objectives.

b) *Syllabus Construction.* Detailed syllabi are prepared by teaching staff within the general framework outlined above. Teachers involved in planning and administering particular aspects of a school's educational program are responsible for determining what textbooks and collateral resource material are required. At the secondary college level, assurances as to the availability of appropriate resources and materials are necessary for particular courses to be accredited (see below) and this approach is becoming more common at other levels.

c) *Flexibility for Schools.* Schools have a high degree of flexibility in determining curriculum objectives and specific syllabus content and they have a large measure of freedom in attaching priority to particular aspects of the educational program. Most schools have made good use of these opportunities.

d) *Curriculum Change.* School boards have formal responsibility for determining when some sections of the curriculum should be changed. In considering such questions, the board relies upon the advice of the principal and teaching staff. The Schools Authority is responsible for the allocation of resources on a system-wide basis and, consequently,

has the power to influence directly curriculum options by its resource allocation policy.

e) *New Curriculum.* Teaching staff at individual schools play a major part in the development of new curricula. It is customary for the Authority's curriculum consultants, parents and interested members of the community to be involved and curriculum experts from outside the school system are often co-opted. Professional teacher associations are also influential in establishing climates of opinion which provide the basis for specific curriculum or syllabus change.

Curriculum is not developed in the A.C.T. on a system-wide basis, but the Schools Authority finances the preparation and distribution of curriculum materials in fields where insufficient resources or expertise at the individual school level exist.

f) *A.C.T. Schools Accrediting Agency - Years 11 & 12 Course.* Courses for Years 11 and 12 for which recognition for tertiary admission is required must be submitted to the A.C.T. Schools Accrediting Agency for accreditation. This Agency makes use of expert panels (on which teachers are represented) to evaluate course proposals in terms of level and appropriateness of content and the availability of the necessary resources to permit the courses to be taught satisfactorily.

g) *Years 1 to 10.* The Schools Authority approves educational programs of high schools catering for Years 7 to 10.

No system level approval currently operates for educational programs at the primary level, responsibility for which rests with the individual school and school board.

h) *Supervision of the Curriculum.* At present no formal mechanism of supervision of curriculum operates. Informal devices such as frequent visits to schools by consultants and field liaison staff and feedback from teacher development activities provide means whereby school curricula may be monitored by the Schools Authority. Models for the evaluation of schools' educational programs and the effectiveness with which they are achieving their specified curriculum aims and objectives are currently under active consideration at school and system level.

i) *Support and Advisory Services.* The Curriculum Branch of the Authority's office is responsible for the provision of support services to schools in curriculum development activities. The functions of its three sections are summarised below:

Education Programs Section

- develops and administers the registration and approval procedures of the education programs of schools and colleges in the A.C.T.;
- develops and operates programs which will promote school-based curriculum development, including primary and secondary curriculum committees, outdoor education and school sport programs, curriculum projects programs, the school program registration and approval scheme and Year 10 certification;
- initiates and participates in staff development programs associated with curriculum planning and evaluation.

Curriculum Advice Section

- develops policies and provides advice on courses and materials;
- provides assistance to teachers in the selection and development of curriculum materials and the introduction of appropriate teaching methodologies through advisory visits to schools;
- conducts pilot curriculum projects in conjunction with individual schools or at the system or sub-system level; participates in the development of appropriate teaching and learning materials associated with such projects;
- initiates and participates in staff development programs associated with curriculum planning teaching methodology and evaluation;
- provides advice as required on educational equipment and building standards;
- provides advisory and consultant services in special areas of education including English as a Second Language and education of physically and mentally handicapped children.

Curriculum Resources Section

- develops policies and provides an advisory service for the A.C.T. schools system on the use of educational media; evaluates technical

and educational aspects of audio-visual materials for use in schools;

- operates central recording, dubbing and studio facilities for the production of audio-visual materials for use in schools;
- co-ordinates the development of multi-media curriculum materials and administers the production processes;
- develops and maintains a central professional lending library service for Authority officers and the system's teachers; provides information services;
- plans, establishes and operates regional resource centres in the A.C.T. for teachers and others associated with the school system;
- initiates and participates in staff development programs in the use of educational media.

j) *Planned Future Developments.* As indicated, the development of means of evaluating school programs and the effectiveness with which they are conducted are currently under consideration at several levels within the A.C.T. school system. Consideration is also being given to system-wide educational priorities, important amongst which is the expansion of support services for school-based curriculum development activities (e.g. in central library resources and educational media fields). An important school-based initiative to which system support is being provided is the development of effective articulation of educational programs over the entire Kindergarten to Year 12 continuum.

Attention is also currently being given to developing greater flexibility for individual schools to determine priorities in the allocation of resources (finance, personnel, accommodation) in line with priorities established within their educational programs.

3.2 Assessment of Students' Achievements: Are They Learning Effectively?

a) *Schools.* In accordance with the principles upon which the A.C.T. system has been established, actual responsibility for determining the standards achieved by students and for evaluating learning progress rests with school boards. In practice that has meant that control of student assessment rests with the principal and the teaching staff of individual schools.

Most schools have a policy of continuous assessment in which regular tests, assignments and projects are used to determine the success with which objectives specified for various sections of the curriculum have been attained. Some schools also utilise a variety of standardised tests to ascertain progress in terms of national standards. All schools place considerable emphasis on regular reports to parents which include comments on attainment, potential and attitude. Interviews with parents are an increasingly common element in the reporting and assessment process.

These procedures have been regarded as satisfactory up to the present but as indicated, there is growing interest at all levels within the A.C.T. system in developing mechanisms of accountability to enable schools to provide objective evidence of the success with which they and their students are achieving specified educational goals.

b) *Secondary Colleges.* Procedures for evaluating student progress in secondary colleges vary from those outlined above. As mentioned previously, courses at colleges leading to tertiary entrance are subject to external accreditation. Students taking accredited courses are assessed, usually on a continuous basis, and are graded on a one hundred point scale. Students seeking entrance to tertiary institutions are required to take the Australian Scholastic Aptitude Test. Their results in this test will be used to moderate between courses at a college and between comparable courses at different colleges. Each student will receive an A.C.T. Year 12 Certificate which records college course and unit scores, an ASAT moderated tertiary entrance score, ASAT profiles and other descriptive characteristics.

3.3 Professional Staff

a) *Staffing Levels.* Levels of teaching staff are determined by a formula which is based on that which operated within the N.S.W. system prior to 1974. It has been modified over the past three years by a process of consultation between Authority staff and the A.C.T. Teachers' Federation. As an agency of the Commonwealth Government, the Schools Authority has also been subject to the operation of staff ceilings which have been established with little reference to the application of the staffing formula. This has resulted in arbitrary reductions in certain categories of teaching staff provisions in recent years. There appears to be growing recognition of the anomalous position created by the operation of a formula and a staff ceiling at the same time.

b) *Entry to the Profession.* Admission to the teaching profession is determined by the Commissioner of the Commonwealth Teaching Service who is the employing authority for all teachers within the A.C.T. government school system. The Commissioner recruits teachers and selects school leavers for Commonwealth Teaching Service scholarships. The Schools Authority participates in these selection processes.

c) *Selection and Appointment.* Appointment and transfer of classroom teaching staff to vacant positions is the responsibility of the Schools Authority staff who act in consultation with principals of the schools involved. Vacant promotions positions (senior teacher and assistant principal) are filled by the Commissioner on the recommendation of the Chief Education Officer of the Schools Authority. The Chief Education Officer is advised by a selection panel (on which teachers are represented) in developing his recommendations for promotion positions. A similar mechanism operates in relation to the appointment of principals but in this instance the Chief Education Officer consults the chairman of the school board concerned before making a recommendation. School boards are also responsible for preparing job specifications and descriptions and duty statements for all positions on the schools' establishments.

d) *Promotions.* Promotions procedure within the A.C.T. system has partly been described above. Further details of this are outlined below:

- eligibility to apply for a promotions position is awarded following a peer assessment process which incorporates a mechanism for appeal against an unfavourable decision;
- formal application for advertised vacancies;
- consideration of applications by the selection panel mentioned previously;
- recommendation by the Chief Education Officer following consultation with the board chairman in the case of appointment of principals;
- provisional promotion by the CTS Commissioner;
- appeals against provisional promotions;
- confirmation or appointment.

e) *Salaries, Working Conditions, Superannuation.* The Commissioner of the Commonwealth Teaching Service determines salaries, working conditions etc. He is

obliged to consult the Public Service Board on certain aspects of his determinations.

f) *Supervision of Teaching Standards.* None of the conventional formal processes for the supervision of teaching exists in the A.C.T. system, except in the case of probationary teachers where a panel of three teachers, including a peer, reports to the Commissioner after six months. However, the peer assessment procedure which involves the principal (or his delegate), the immediate supervisor, and a peer in preparing a detailed report on a teacher's eligibility for promotion is a powerful means of monitoring teaching standards and performance, especially as the criteria upon which eligibility is assessed are uniform throughout the entire Commonwealth Teaching Service. Responsibility for evaluating the standards of teaching of those not seeking promotion rests with principals and senior supervisory staff and there is growing evidence of a willingness to exercise this responsibility positively where appropriate.

g) *Professional Development: Planning and Participation* Decisions about in-service education and professional development activities are made by Schools Authority staff in close consultation with interested teachers, subject associations and principals. Many programs have been scheduled on the basis of teacher demand and interest while others have been centrally devised to ensure that teachers were given the opportunity to obtain skills and training in specific areas like curriculum development, student assessment and program evaluation.

Release of teachers for in-service activities in school hours requires the principal's approval. Important constraints have operated in this area over the past two years due to financial restrictions which have limited the availability of relief staff. The A.C.T. system does not receive Schools Commission funding for teacher development activities nor has it been able to obtain finance at a level comparable to that made available to the States by the Commission.

3.4 Ancillary Staff

a) *Staffing Levels, Selection and Appointment.* Allocation of ancillary staffing is based upon a formula approved by the Public Service Board. Staff ceilings apply to school ancillary staff and substantial reductions in the provision of support for teachers have been necessary in recent years as a

result of their operation. A review of ancillary staffing was conducted late last year and a new, more flexible approach is now being adopted. Inadequate provision of ancillary staff has been the cause of a significant amount of industrial unrest in 1977.

The selection and appointment of ancillary staff are the responsibilities of the Authority's staff and the Public Service Inspector. Principals are involved where possible, but, because ancillary staff are employed under the Public Service Act, this involvement is largely consultative in nature.

b) *Salaries, Working Conditions and Superannuation.* Salaries and working conditions for ancillary staff are determined by the Public Service Board and are geared to Public Service classifications which are, in some respects, quite inappropriate for a school system.

In primary schools ancillary staff is supervised by the principal and by the registrar in secondary schools.

3.5 Specialist Staff

a) *Staffing Levels.* Staffing for Special Schools and Special Classes is based upon the following levels of provision which are set out in the staffing formula:

Mildly Intellectually Handicapped	1	teacher to	14-16	pupils
Moderately Intellectually Handicapped	1	" "	9	"
Severely Intellectually Handicapped	1	" "	6	"
Hearing Impaired	1	" "	8	"
Physically Handicapped	1	" "	8	"
Blind	1	" "	6	"
Deaf/Blind	1	" "	2	"
Emotionally Disturbed	1	" "	4	"
E.S.L. Intensive - Full-time Course - Secondary	1	" "	10	"
E.S.L. Withdrawal - First Phase Primary and Secondary	1	" "	30	"
Junior Assessment Class	1	" "	10	"
Reading Centre	1	" "	6	"

These numbers are not inflexible, however, and may be varied by the Schools Authority in appropriate circumstances, e.g. when children with multiple handicaps are concerned, or when special needs can be shown to exist.

Ancillary staff are also provided on the basis of demonstrated need.

b) *Guidance Staff.* The staffing formula contains provisions for guidance and counselling personnel. Decisions on specific issues of deployment are made by Schools Authority staff. Educational clinics are staffed on a needs basis outside the staffing formula.

c) *Remedial Reading Teachers.* Each primary school is provided with a remedial reading teacher for three half days per week. This scheme is centrally organised. These teachers give individual support to children whose needs are not met by the school's own program. Matters relevant to the program are decided at school level by the remedial reading teachers, the principal and the classroom teacher.

3.6 Buildings

a) *Major and Minor Capital Works.* Capital works for the A.C.T. Schools Authority, both major and minor, are funded through the National Capital Development Commission. An annual bulk allocation is made to cover items costing less than $15,000 each and this sum is managed by the Planning Branch of the Authority's office. For works costing between $15,000 and $40,000, the Planning Branch negotiates directly with the Department of Construction. Major works are briefed individually.

The major works program is agreed to in discussions among senior officers of the Planning Branch and the N.C.D.C. which is responsible for the design and construction.

Minor new works are normally the result of a request from a school. A project officer from the Planning Branch discusses the proposal with the school, obtains an estimate of cost and suggests a priority order in relation to other items proposed. The Authority's Building Standing Committee considers the priority order.

b) *Building Standards.* Building standards are formulated within the Planning Branch and then in discussions with the N.C.D.C. Functional briefs for schools are oversighted by the Building Standing Committee of the Authority through four project sub-committees consisting of teachers, one each for

secondary colleges, high schools, primary and pre-schools and Special Education.

c) *Design, Appointment and Control of Architects.* The National Capital Development Commission is responsible for school design and construction. It employs either private architects or the Department of Construction architects as its agents. Planning Branch officers collaborate with N.C.D.C. officers and agent architects in the development of the design. Planning Branch officers also provide the link for the input from the four previously mentioned sub-committees, and where they exist, community groups or school boards.

i) The N.C.D.C. lets tenders and awards contracts;

ii) The N.C.D.C., through its agents, is responsible for supervision of construction. Construction is carried out mostly by a main contractor and his subcontractors whom he pays. The N.C.D.C. can appoint a project manager to manage subcontractors paid directly by the Commission. In some instances the Commission has employed a building firm on a design and construct basis.

d) *Maintenance.* Repair and maintenance programs are formulated and managed by the Planning Branch of the Authority's office within laid down policies and funds available. School boards can carry out minor repairs within the funds allocated to them.

Contracts for cleaning schools are awarded by the Department of Administrative Services after competitive public tender. Its cleaning inspectors control quality aspects.

e) *Use of School Facilities.* The school itself is responsible for determining when it wishes to use school facilities outside school hours though it may not always have unlimited access to specialised facilities like gymnasiums or halls at short notice as these are made available to community groups on a regular basis.

Decisions about community use of school facilities are made centrally after consultation with the principal. A procedure whereby this responsibility would be devolved to the school board has been approved and administrative details associated with its introduction are currently being examined.

3.7 School Supplies

a) *Allocation of Funds.* The power to determine the amount of funds to be allocated to these purposes from the total funds available rests with the school board. The total funds consist of those raised at the school level and those made available from government sources. Following the introduction of modifications to the system relating to funds provided from government sources, described in Part 4 below, school boards will have a greater range of options than they have at present.

b) *Selection of Books, Materials, Equipment and Furniture.*

i) Books and materials are selected by a school's professional staff either from a centrally prepared catalogue or from the range of commercially available items. In general, items in the catalogue are high usage supplies or materials chosen for inclusion by committees of teachers and technical advisers. Many are available under government contract.

ii) For established schools, equipment is selected by the school's staff through the same type of mechanisms as are available for the selection of books and materials.

The school's staff has some choice of equipment to be provided in new schools but the bulk of it is selected by committees of practising teachers and technical advisers and is either specified in the design brief or purchased for installation once the building is completed.

iii) Furniture types and requirements are determined centrally after consultation with practising teachers, particularly those with specialist needs and on occasions with school boards. Industrial design consultants have been engaged to design some school furniture.

c) *Restrictions on Suppliers.* Suppliers are chosen on the results of competitive quotations or public tender, according to the estimated cost of the item, but the lowest tender does not necessarily have to be accepted.

Currently, the decision is made centrally where government funds are being used and at the school

level for purchases from locally raised revenue. Increased delegation of responsibility to school principals, now being arranged will allow more of the decisions about purchases from government funds to be made at the school level.

d) *Standards and Minimum Requirements.* Standards and minimum resources levels are determined centrally, usually through a consultative process, drawing on advice and expertise from both within the schooling system and from outside it, as appropriate. School boards are invited to assess the needs of their schools and to make recommendations to the Schools Authority. They may also present cases to support general increases in minimum resource levels.

e) *Maintenance of Equipment.* The maintenance of equipment has until now been handled centrally, with some restrictions being placed on the types of equipment which may be repaired as a cost against government funds. Moves are being made to locate responsibility for repair and replacement of equipment at the school level.

4. FINANCE

4.1 Extent of Decisions made at School Level

School level involvement in the management of finance for Authority's schools is being significantly increased as administrative systems are developed to give effect to the overall policy of devolving responsibility to school boards in as many areas as possible.

Because more responsibility is being passed to schools each year, it is difficult to give anything but a general idea of the size of the funds from government sources over which decisions are made at the school level. In 1976-77 a secondary college had some discretion over about $44,000, an average high school $36,000 and a primary school $13,000.

Later this year, that is in 1977-78, school boards will be given the responsibility of determining the distribution of an allocation for a set of expenses which have been identified as being controllable at the school level. Salaries, payments in the nature of salary and capital expenditure, are excluded as are some administrative costs which cannot be managed effectively by a school board while it does not have complete control over the use of the school buildings in non-school hours.

Once school boards have decided how they will divide their allocation over some 20 budget elements, made up of such things as supplies and materials, minor maintenance and excursion buses, the Schools Authority will authorize principals to purchase against most of these sub-allocations. The principal and his staff will then administer the financial affairs of the school in accordance with the budgetary decisions of the board.

The Schools Authority is using 'credit allocations' rather than cash flows and the accounts payable function is centralized. As a statutory body, the Authority is legally required to submit audited financial statements to the Minister for Education each year. In this respect, it differs from other government school systems. The use of credit allocations facilitates the compilation of financial statements. The centralization of the accounts payable function permits the preparation of the monthly financial management reports, discussed under Section 5 below, and relieves school administrations of the workload associated with the payment of accounts.

4.2 Regulations Governing School Financial Operations

Although the amounts made available to schools are identified as being for particular purposes, for example, for supplies or library materials, some transfers have always been possible. These were not encouraged while financial management was being undertaken within the accounting framework set down under the (Commonwealth) Audit Act and its associated regulations and directions. The passage of legislation to establish the Schools Authority has in effect made transfers significantly easier to arrange and has permitted the introduction of the new system described under 4.1 above. As part of this, school boards will be quite free to arrange the total allocation for controllable expenses across the range of specified terms in any way they choose.

Access to allocations is, in general terms, effected by either internal requisitioning systems or by direct purchase at the school level, the determinant being the type of goods and services involved. Where direct purchasing is available principals observe purchasing procedures akin to those set down under the Audit Act but adapted to meet the needs of a school system. Under internal requisitioning systems, responsibility for adherence to accounting and purchasing procedures rests with the central office except that it is a responsibility to principals to ensure that the value of the requisition does not exceed the balance of funds available and to observe adequate 'receipt of goods' practices.

4.3 Control and Support for School Financial Operations

While the school board will set the amounts to be devoted to particular items of expenditure from within the total controllable expenses allocation, the control of expenditure rests in part with the principal and his staff and in part with the central office. The only cash transactions to involve the school board will be those associated with the board's administrative costs, met from an annual advance made by the Schools Authority. Signatories to the bank account to which this advance is paid are the chairman of the board and the principal.

Essential to the effective operation of a system based on credit allocations and the centralization of the accounts payable function is the provision of financial management information to principals. For two years, the Schools Authority has provided each of its school principals each month with a financial management information report showing the annual allocation to each item in the school's chart of accounts, the month's expenditure and commitments, the year to date totals and the balance of uncommitted funds. A recent modification of the system has allowed each individual transaction to be listed.

The Schools Authority also conducts courses for schools' personnel and board members as changes to the funding system are introduced and it is revising accounting procedures for schools to assist them in observing sound financial practices.

AUSTRALIAN CAPITAL TERRITORY: CATHOLIC SCHOOLS

Note: The information provided by the Catholic Education Office of the Archdiocese of Canberra and Goulburn is presented here as provided, that is, in summary form rather than under the headings used elsewhere in this publication.

The A.C.T. Catholic Education System has 17 primary schools and 1 secondary school (with a small primary component) catering for a total enrolment of 6,428 students.

In each parish there is a Parish Education Board which is responsible for all the non-educational aspects of the school. This Board is supported by a Parents and Friends' Association which is mainly concerned with fund-raising but has representation on the board and therefore exerts some influence on general policy aspects of the school. Wherever possible, decision-making is left at the local level, but in such matters as enrolment policy and catchment areas for schools that affect the system as a whole, decisions are taken by the central office, usually after discussion with A.C.T. Regional Board of Education.

This Board is made up of representatives from the following groups:

Parish Priests
Principals
Parish Education Boards
Teachers.

The Director of Catholic Education is the Chairman of the Board.

Perhaps the extent of decision-making at the school level is best illustrated by listing some of the areas where autonomy exists. These include:

1. employment and dismissal of staff;
2. determination of aims and objectives;
3. development of curriculum;
4. evaluation of the effectiveness of school policy and procedures.

The Diocesan Catholic Education Office functions as a support and advisory organisation and aims to provide services to schools in both educational and administrative areas, as required. Through a monthly meeting of all school principals and visits to individual schools, constant discussion is possible on directions such services should take and improvements that can be made.

Due to lack of finance there are many areas where decisions cannot be made at any level. These include such aspects as the provision of specialist staff and adequate ancillary personnel; self-determination at the school level of the allocation of resources and the ability to provide appropriate teacher development programs to meet the unique requirements of a Catholic system.

In addition, in the A.C.T. there are five non-systemic Catholic schools with 5,005 students. Each of these schools is autonomous.

NORTHERN TERRITORY: GOVERNMENT SCHOOLS

1. GENERAL POLICY

1.1 Background

Along with the Australian Capital Territory the Northern Territory is unusual in that in recent years a new educational system has been developed - in the Northern Territory, the first in Australia for over 100 years. The present system in the Northern Territory was established in 1973.

Over the years, responsibility for education in the Northern Territory has been given to a number of different departments. These include both federal and state departments. Immediately prior to the establishment of the current system, schools in the predominantly European communities were serviced, on behalf of the Commonwealth, by the Education Department of South Australia. Those in the predominantly Aboriginal centres were controlled by the Education Branch of the Department of the Interior.

After the amalgamation of the two systems education (schools) became the responsibility of the N.T. Division of the Commonwealth Department of Education while the provision of teachers, their conditions of service and promotional opportunities became the responsibility of the Commonwealth Teaching Service.

1.2 Existing Practice and Attitudes

At the present stage in the development of the educational system in the Northern Territory there are no clearly defined parameters that indicate the limits of school-based decision-making. What has evolved is the acceptance that wherever possible decisions should be made by a broadly based group of people who reflect the needs of the local community. In general terms this approach has worked. This could be attributed to a large extent to the goodwill and spirit of co-operation that exists between the system administrators, the Teachers Federation and the N.T. Council of Government School Organizations. Thus the limits on the extent to which decision-making has become the responsibility of the school have not been tested or defined. There is, however, the acceptance that decision-making should not be centralised. Such an attitude is reinforced by the

present efforts by the Northern Territory to expand the role of the Regional Education Offices. It is envisaged that the Regional Offices will be fully responsible for the administration of education at the local level. Thus those educational decisions that have implications beyond the individual school and have regional implications or system-wide implications can be referred to a readily accessible departmental official who can make the decision with the knowledge of the local situation and within the official departmental policy. At the present time there are regional offices and officers but they lack the support staff required to effectively and efficiently enable the full benefits of regionalisation to be achieved.

At the present time the O.& M. team has just completed an investigation into the needs of regional offices and the appropriate action has been taken to have the necessary posts established.

1.3 Future Trends

Policy statements from the Division since the formation of the new system have encouraged the development of school boards (Councils, Boards of Management) and Boards of Study. The guidelines that have been published have indicated that these boards should have a broad representation from the school community including the regional offices. However, at the present time there is no current legislation that enables this approach to have any legal standing.

In the next few years the organization of education in the Northern Territory may once again be restructured. Recent developments to achieve statehood imply that the schools in the Northern Territory will not remain a Commonwealth responsibility. The local executive member for education has already made public pronouncements on the type of formal organization structure and educational governance that he would like for the Northern Territory. Those connected with education in the Northern Territory believe that with statehood, the pattern for the governance of education should be established through consultation with the system administrators, the teachers and the parents.

2. THE SCHOOL: WHO MAKES THE DECISIONS?

2.1 Participants in Decision-making at School Level

Some decision-making powers in a number of schools have been delegated to bodies which include representation from

parents, staff and students such as Governing Councils. However, the lack of a suitable ordinance gives these bodies only a de facto relationship with the N.T. Division. As a result, the interpretation of the guidelines provided by the Division depends to a large extent on the principal's interpretation of his own role from the appropriate duty statement.

In broad terms the opportunity is given for the following people to participate in the decision-making process at the school level:

a) *Principals.* If he so chooses, the principal can participate in any decision made at school level. The major restraints are -

   i) A deliberate policy decision on his part to delegate some areas of decision-making - e.g. the allocation of staff teaching loads is basically delegated to Faculty heads;

   ii) Limitations of time and opportunity to participate in *all* decisions being taken.

   Nevertheless principals seem to feel that since ultimate responsibility is theirs, the ultimate authority in the school situation should also be theirs. Thus they reserve the right -

   i) to decide against the expressed views of faculties, staff, students or parents;

   ii) to veto decisions made by other individuals or groups in the school situation.

b) *Professional Staff.* Effective avenues for staff participation in the school decision-making process seem to be staff meetings, the Faculty system in secondary schools and the Teachers' Federation. Always given that the principal does have the power to veto many significant decisions relating to school organisation, student assessment and spending of school finance are reached by consensus at staff meetings, particularly senior staff meetings.

   In secondary schools Band 1 teachers can involve themselves in decision-making on a specific issue by including that issue on the agenda of a general staff meeting or through their Faculty Heads at a senior staff meeting.

The Federation avenue is used when either the staff feel that opportunities for participation in decision-making are too restricted, or when they feel that their contribution has been ignored.

c) *Other Staff* do make an important contribution to decision-making in the school, despite the fact that this is usually informal in nature. Some secondary schools have Bursars and these and other ancillary staff can have considerable influence on decisions relating to finance and school organisation. In some schools more senior members of the ancillary staff are invited to attend staff meetings as full voting members of the meeting.

d) *Parents* participate through the Parents and Citizens' Associations and through their representatives on school committees, Governing Councils, Boards of Studies and N.T.C.O.G.S.O.* They make decisions regarding the spending of moneys they have raised. Otherwise their participation is restricted to decisions on policy matters presented to them by the principal. Such a policy matter might be the question of whether or not senior students should have a smoking room.

e) *The Community.* Some secondary schools have on their school Governing Council respresentatives from such organisations as the Chamber of Commerce, Trades Unions and Local Government Council. Work Experience Programs and the Apprentice Board also provide channels for the community to influence school-based decisions, particularly in matters of curriculum development and assessment.

N.T.C.O.G.S.O. represents a more generalised influence on school-based decisions.

f) *Students.* For obvious reasons students rarely participate in decision-making at the primary school level, although there are exceptions. At secondary school level students have opportunities to participate through representation on such bodies as Governing Councils and Boards of Studies, and through the S.R.C.**, particularly when policy matters are referred to the latter by the principal. However, their contribution remains small.

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* Northern Territory Council of Government School Organisations.

** Student Representative Council

2.2 Structures for Decision-making

In spite of the previously mentioned lack of legislation to support, officially, the concept of school councils with power (as opposed to an advisory role) a number of semi-official bodies have been formed. These include:

a) *School Governing Councils* have been developed in most secondary schools, though few are in evidence in primary schools. Governing Councils in secondary schools have varying degrees of parent representation, but as a rule this is less than staff representation. They have no legal standing.

b) *School Committees* in line with the Schools Committee Ordinance operate in most primary schools and some secondary schools. Parents are in the majority - such a committee 'acts as a Senate rather than a House of Representatives'.

c) *Boards of Studies* exist in most secondary schools. Composition generally includes representation from the staff, parents and students. These boards have been designed specifically to advise in the area of curriculum development.

3. SOME IMPORTANT AREAS: WHO MAKES THE DECISIONS?

3.1 Curriculum

a) *General Curriculum Objectives.* Within broad guidelines which may be determined from time to time by the N.T. Division of the Department of Education each school is responsible for the curriculum it offers. Except in junior and middle secondary years the N.T. Division supplies guidelines. Normally, Schools Councils or Boards of Studies will determine school policy guidelines. In smaller schools these may be determined by the principal, generally with staff and occasionally with parents as well. Positions in the Commonwealth Teaching Service always entail some degree of responsibility for curriculum development. Curriculum committees have been established for seven broad areas of education for all levels. They are co-ordinating and advisory in nature. Membership includes teachers, curriculum advisers and members of the community.

Separate arrangements apply to schools introducing bilingual programs. The degree of community participation and support by other institutions in decision-making and materials development varies enormously,

but normally exceeds that in other programs.

b) *Syllabus Construction.* This is mainly carried out by schools. Initiatives may come from advisers and workshops with visiting specialists. In addition, guidelines and syllabuses are available from the N.T. Division. In some cases South Australian and Western Australian syllabuses are also recommended.

For schools of largely Aboriginal enrolment the Curriculum Section has developed syllabuses to meet specific needs.

In Years 11 and 12, some courses are prescribed by the South Australian Public Examinations Board. Courses other than these, if they are to be used in the School Leavers Certificate, are required by the N.T. Division to be registered, and must meet prescribed standards of planning and documentation.

c) *Curriculum Change.* The N.T. Division has the power to revise sections of the curriculum, but in practice changes are usually initiated by schools.

d) *Supervision of the Curriculum.* In practice, supervision is exercised informally, through the peer assessment procedures of the Commonwealth Teaching Service. At senior secondary level, the Course Registration Committee exercises informal supervision through contact and communication with schools, in the same way as do the advisers.

e) *Development of New Curricula.* Often the initiative for developing new curricula comes from the school-based teacher. In Aboriginal and primary schools these teachers are usually supported by Department Advisers (Curriculum, Special Projects, Bilingual) who could organise workshops to facilitate these changes. The same applies to secondary schools although it is more usual for the schools themselves to carry through the development calling on expert advice from the Department and/or community where appropriate.

f) *Support and Advisory Services.* An integrated curriculum development advisory, media and in-service support system operates. All are devised to respond to teacher initiatives in the main, although Divisional and community initiatives are possible and both do occur.

Much is done by Divisional advisers and in 'workshop' environments. The Media Centre (and its agencies) supplies support via reference and school texts, periodicals, 16 mm films and the usual range of A/V services. Teachers involved in curriculum development have opportunities to attend in-service both local and interstate and to visit other schools. Subject (and other) consultants are brought from interstate and may participate in workshops or school visits.

g) *School-based Curriculum: An Assessment.* It would seem that almost unlimited flexibility is allowed. The only formal limits in secondary schools are those imposed by the existence of the P.E.B. Matriculation exams, which tend to dictate curriculum in Year 11 as well as Year 12. However, schools can find a way round this restraint through the introduction of alternative internal courses at Year 11 and Year 12 levels. The degree to which this flexibility is used varies. The primary schools are calling for less flexibility and more prescription. However, 'Prescriptive' courses often turn out to be 'guidelines' which school-based teachers have an important hand in producing through participation in a 'workshop' situation organised by Education Advisers and other curriculum personnel.

The following specific facts can be claimed:

i) The essence of bilingual education is local participation and responsibility.

ii) An extensive repertoire of non-tertiary preparatory Year 11 and 12 courses has now been registered.

iii) The newly created Curriculum Committees in some cases are experiencing grave role definition problems - unlikely to occur in a prescriptive system perhaps. Although other explanations are possible, it seems that lack of authority to prescribe is the problem.

iv) Demands for advisory and support services have increased dramatically (a feature of school-based systems).

v) The Director has issued one prescriptive curriculum circular in the last three years - Oral English *will* be taught to Aboriginal students, from the recommended syllabus unless a more suitable one is locally devised.

No systematic survey has been undertaken, but the following frequent observations are made:

i) Too many teachers simply import their home state or previous school courses.

ii) Many courses are so highly personalised as to be non-transferable between teachers and to create problems for transferring children.

iii) Complete sets of Divisional guidelines are hard to find and difficult to keep in print.

iv) More 'positive and definitive' leadership is often requested by schools and increasingly after four years School Based Curriculum Development.

Future development is likely to take the form of consolidation and refinement of the present system. There is evidence of a reaction requesting centralised control of curriculum, on the one hand; while, on the other hand, many teachers are now beginning to see support systems such as the Registration Committee, Curriculum Committees and School Evaluation or Appraisal program as potential threats to school autonomy. Accreditation may be developed from the present system of registration of courses, perhaps as an extension of a school initiated evaluation or appraisal program.

3.2 Assessment of Students' Achievements

The N.T. participates in the South Australia Public Examinations Board matriculation examination and has participated in the University of New England/Australian National University pre-selection scheme successfully. The national literacy/numeracy survey conducted for the Parliamentary Committee of Inquiry into specific learning disabilities included the N.T. at our request and we are working on a development of it for 1977/78. We have been using A.S.A.T. and the Australian Test of Written Expression from A.C.E.R. on a trial basis for two years. The N.T. is participating in the A.C.E.R. Item Bank project for Year 10.

In addition to this, the Special Education Section and the Curriculum Section run, or assist schools to run, specific test programs for diagnostic or other purposes.

In largely Aboriginal schools, cultural differences and the lack of Aboriginal tests necessitate subjective decisions about the performance of students or cautious but inappropriate use of tests. Developmental work of a limited kind is underway on this problem.

There is currently work underway on an Apprenticeship Board/Community College/Employer/Parent initiative for Year 10 basic skills testing across the system.

Other than for the S.A. P.E.B. and 11th and 12th Year use of the N.T. School Leavers Certificate, all control remains in the schools.

3.3 Professional Staff

a) *Staffing Levels.* The final decision on staffing levels is made by the Commissioner of the Commonwealth Teaching Service. Initially a Staffing Advisory Committee (comprised of 3 representatives of the N.T. Division and 2 representatives of the N.T. Teachers' Federation) makes recommendations to the Director of the N.T. Division. Once approved by the Director, these recommendations are forwarded to the Australian Department of Education for consideration and, if necessary, further consultation with the N.T. Division. If approved by the Minister, these recommendations are forwarded to the Public Service Board. In the event of there being no objection to the creation of the required positions, the recommendations are forwarded to the Commissioner of the C.T.S. who then decides (within the constraints imposed by ceiling restrictions) whether or not to proceed with the creation of the positions.

b) *Entry to the Profession.* The Commissioner of the C.T.S. determines registration and admission to the profession. In this matter he is advised by a Registration Sub-Committee of the Commissioner's Advisory Committee. This sub-committee is composed of representatives of the teaching profession, the tertiary institutions and the C.T.S. It should be noted that while each State draws its new teachers from institutions located within its own boundaries the C.T.S. draws its recruits from all over Australia and from overseas.

c) *Selection and Appointment.* All new applicants for the N.T. are interviewed by a representative of the C.T.S. and, usually, by a representative of the N.T. Division.

After accepting an offer by the Commissioner of the C.T.S. (based on interviewer report) the Band 1 teacher is appointed to a school by the staffing section of the Division. This appointment is based on the expressed needs of the school as indicated by the principal. However, the school does not participate in the decision to select the individual teacher. For promotional positions the appointments are made by a panel as indicated below.

d) *Promotion.* Before applying for substantive promotion interested persons must have been accorded the level of eligibility appropriate to the position sought. To gain this 'eligibility' it is necessary for a teacher to be 'assessed' by a panel composed of three of his/her colleagues.

Applications for promotion positions are considered by a panel composed of a representative of each of the following:

i) N.T. Division

ii) N.T. Teachers' Federation

iii) N.T. Council of Government School Organisations - this person acts as independent Chairman of the panel meeting.

This panel makes recommendations to the Director who, if he approves, passes them on to the Commissioner of C.T.S. for consideration.

e) *Salaries and Conditions.* The Commissioner of C.T.S. determines salaries and other conditions of service. In practice the main pressure groups on the Commission and in determining these conditions have been the Public Service Board, the Commissioner's Advisory Committee (and associated Committees of Inquiry) and the Teachers' Federation.

f) *Supervision of Teaching Standards.* There are no formal inspections. Advisory comments and recommendations may be made by Principal Education Advisers and the various Curriculum Advisers. Where there is a dispute between a principal and a teacher calling into question the competence of that teacher, the principal may request the Assistant Director (Schools Branch) to establish a panel to investigate.

g) *Professional Development.* Participation in short term in-service courses and professional development activities may be undertaken with the approval of

the principal. For long term courses, recommendations are made to the Commissioner by the Teacher Education Advisory Committee which includes representatives of the N.T. Division, the N.T. Teachers' Federation and the N.T. Council of Government School Organizations.

3.4 Ancillary Staff

a) *Staffing Levels.* Overall establishment is approved by the Public Service Inspector following consideration of proposals submitted by the N.T. Division.

Establishments for individual schools are determined by -

i) formula in the case of community schools;

ii) a fairly generally applied formula of one Aboriginal ancillary staff member for every European staff member in Aboriginal schools.

The order of priority to allow filling of vacant positions - within constraints of ceiling restrictions - is determined by the Assistant Director.

b) *Selection and Appointment.* In larger communities (Darwin, Alice Springs), selection and appointment are made from a waiting list on which names are placed in order of merit following interviews by a panel consisting of the Recruitment Officer, a P.E.A. and a representative of the Public Service Inspector's office.

In smaller communities and remote schools, selection is made by the principal after approval to fill a vacant position has been obtained.

Salaries and conditions are determined by the Public Service Board.

Responsibility for the supervision of ancillary staff lies with the principal of each school (except in the case of the larger high schools where the Registrar is responsible).

3.5 Specialist Staff

The number of staff in the various categories has been determined as a result of negotiations with the Public Service Board. The total number of posts that has been established in the various categories is closely related to the incidence of children who have been identified in that category.

The range of specialist staff in the Northern Territory is based on the recommendations of the committee which advises the Director on staffing needs for the Territory, and includes teacher-librarians, remedial teachers, music teachers, student counsellors, guidance officers, teachers of the deaf, etc. Each school which feels it needs a specialist (either professional or ancillary) forwards a submission to the relevant Specialist Section of the Division. A senior officer from that section then evaluates the specific request and on the basis of system-wide priorities and needs makes a recommendation to the staffing section.

3.6 School Buildings

a) *Decisions About Major Additions and Renovations.* In the Northern Territory, the Departnent of Education has the responsibility for the provision and maintenance of school buildings. The exceptions to this are the buildings on those Missions where the Church concerned has not handed over the function of education to the Department, and even in these cases the Department administers certain Commonwealth funds which have been allocated for education buildings.

In the case of Government schools, new buildings, major rebuilding or renovations are planned in accordance with decisions made by officers of the Department of Education.

However, such decisions are usually reached as a result of consultation with parent organisations, school staff (in the case of extensions/upgrading/ alterations), subject consultatns and advisers, (particularly in the case of art/craft, libraries etc.), and in every case, architects of the Department of Construction.

Changes of personnel over the long periods of time involved, and last minute requirements for centralised decisions to meet changing economic limitations throw doubts on the credibility of this consultation process.

b) *Building Standards.* The Department of Education has established standards regarding minimum floor areas, provision of specialist facilities such as laboratories, libraries and art/craft areas, as well as toilet requirements. These are minimum standards and are adhered to in all major projects.

c) *Design.* The Commonwealth Department of Construction has units which, on receipt of a brief from the Department of Education, are responsible for the design of new school buildings as well as additions, alterations and upgrading projects.

d) *Management of Construction.* That Department also has the sole responsibility for preparing all documents relating to a particular project, calling tenders, letting a contract and supervising the construction through to completion. Payments to contractors are also authorised by the Department of Construction.

e) *Maintenance.* When it comes to the maintenance of buildings, both Departments (Education and Construction) have a role to play.

As a consequence to its periodic inspections of school buildings, the Department of Construction submits to Education each year a draft program for repairs and maintenance. To this is added items to which Education has been alerted by school principals, visiting Education Advisers etc., and from both sources a final program of highest priority items is compiled.

Some maintenance is classed as 'cyclical', and, as nearly as resources permit, is carried out according to a schedule maintained by Construction. Cyclical maintenance includes internal painting, external painting, attention to gutters, fly-screens etc., and does not require any initiating action by the Department of Education.

Minor modifications are usually effected as part of a 'Minor New Works' program, prepared and administered by the Department of Education. (New Works estimated to cost less than $15,000 are classed as *Minor* New Works, while projects exceeding that amount must be included on a *Capital* Works Program).

Minor modifications are usually initiated by the principal of the school, but may be a consequence of other works, e.g. connection of a school to a newly completed sewerage scheme.

The Department of Education, by forwarding a requisition to the Department of Construction, authorises the latter to take the necessary steps to have a Minor New Work effected, and to ensure that the work is carried out satisfactorily. At no time does the Department of Education deal directly with the contractor.

The cleaning of schools in urban areas is done on a contract basis, as is grounds maintenance. Tenders for these contracts are advertised by the Department of Education and contracts awarded by that Department. Subsequently, supervision of the contractors is the sole responsibility of Education.

In Aboriginal Communities, industrial staff is engaged to carry out cleaning and grounds maintenance of schools, this staff being paid on the basis of an hourly or weekly wage.

f) *Use of School Facilities.* Although the Department of Education, in general, supports and encourages after hours use of school facilities by community groups, the decision in each case is left to the discretion of the school. Sometimes the principal may decide, sometimes the school council or equivalent body, although the latter would usually only become involved in controversial or very doubtful cases.

In the case of the school itself, or any section of the school, wishing to use the facilities outside normal school hours, permission would be granted or denied by the principal.

3.7 School Supplies: Books, Materials, Equipment

a) *Allocation of Funds.* Since the amalgamation of the two educational systems in 1973 the Northern Territory Division has encouraged each school to prepare its own budget. However, because it is one of the functions of the N.T. Division to seek Treasury funds (the individual schools cannot negotiate directly) for the running of the school system, the final allocation in the categories listed above is determined externally from the school, by the Division. The allocation in the various categories is based on the prepared school budget but is modified according to school size and availability of funds. There is no one-line budget and therefore the funds allocated to the schools by the Division appear in the form of 'tied-grants'. Thus each school is advised what funds are available for

consumables, plant and equipment, furniture and fittings, textbooks, excursions, part-time instructor salaries etc.

In addition to the government-provided funds, each school charges a levy to help cover the cost of school administration, cultural activities, additional library funds, sporting equipment etc. The size of the levy is determined by the school (usually in consultation with the school council or committee). However, the Division, due to community pressure, has encouraged uniformity in the levy charged. The distribution of these funds is entirely a school-based decision.

b) *Selection of Books, Materials, Equipment and Furniture.* Because of the diverse nature of the schools in the Northern Territory there are a variety of schemes used for the selection of materials. As a matter of policy each school is ultimately responsible for its own book supply etc. However, because of the rapid turnover of staff in remote areas, problems associated with communications and the large number of young and relatively inexperienced staff in positions of responsibility, the Division has provided an advisory and support team to assist individual teachers or schools in their selection.

Books, materials and equipment are selected by schools. However, there are catalogues supplied by the Department to assist schools in their selection. Schools do not have to order from the catalogues but many do.

With regard to furniture, each school supplies a list of requirements to the N.T. Division of the Education Department. These are then collated and forwarded to the Department of Construction which makes the final decision. The furniture ordered for and supplied by the Department of Construction for the schools is based on the priorities determined by the school, standards determined by the Department of Construction and the availability of funds.

c) *Restrictions on Suppliers.* For specialist areas such as the supply of library books, audio-visual equipment, science equipment, etc., there are some twenty or so approved suppliers. Each school forwards its requirements to the Division with the names of the supplier desired. After checking that there are funds available for the school within the vote, the order is forwarded to the supplier selected by the school. Approved suppliers include W.A.

Education Department stores, N.T. Education Department stores, S.A. Education Department stores.

With regard to the spending of the funds levied by the school there are no restrictions placed on who can supply goods paid for from these funds. Basically the choice of supplier is decided by the school but this is influenced by the Department through supply of catalogues, special discounts negotiated with certain suppliers, appointment of curriculum advisers etc.

d) *Standard and Minimum Requirements.* With regard to library resources and furniture standards, the Department of Education and the Department of Construction respectively play major roles.

However, most other resource standards are decided by school-based professional staff.

e) *Maintenance of Equipment.* The N.T. Division of the Department of Education accepts responsibility for the maintenance of equipment. There are a number of techniques which have been developed to carry out the maintenance programs required, e.g. -

i) The hiring of individual contractors to visit the schools to carry out specific maintenance programs, e.g. piano tuning;

ii) The letting of contracts to a firm or group of firms for a particular purpose. When repairs are needed, the school, through the Division, can approach the contractor to visit the school (for certain contracts only) or can send the equipment to the contractor for repair;

iii) For regular maintenance of major equipment the Department of Construction acts as the agent of the Department and carries out cyclical maintenance programs;

iv) Principals can arrange to have urgent maintenance or repairs carried out when the health or safety of students is involved or the security of the school is involved without involving the Department. The expenditure of funds on each job is limited to $250. Approval must be obtained from the regional office before the principal can commit funds beyond this limit.

In spite of the variety of approaches that are available the maintenance and repair of equipment remains a major problem in most Northern Territory schools.

4. FINANCE

4.1 Extent of Decisions Made at School Level

It is impossible to clearly indicate the size of the total funds over which decisions are made at the school level due to the diversity of the schools in the Northern Territory. However, as an example, the following are the funds of a Year 8-12 high school catering for approximately 1000 students. Decisions on the expenditure of these funds are made totally, or influenced to a major extent, by decisions made at the school level.

Consumable (Government supplied)	$19,000
Plant and Equipment (Government supplied)	$13,000
Text Book Allowance (Government supplied)	$37,000
Excursions (Government supplied)	$ 4,000
Part-time Instructor Salaries (Government supplied)	$ 3,500
School Levies	$48,000

In addition there are funds available (in one year a school of this size uses approximately $3,000) for urgent repairs. As indicated earlier, an upper limit of $250 is placed on each job.

In addition, the Division has established a special committee composed of finance officers, principals and regional office staff (professional) to consider requests from individual schools for additional funds. The requests are evaluated on a needs basis, or on the basis that a project is being initiated by the school and funds are allocated according to availability of funds and the priorities determined by the committee.

4.2 Restrictions on Decision-making

All the above funds are earmarked for special purposes except the sum raised by school levies. There are no restrictions placed on the expenditure of funds raised as a result of school levies.

In the case of school excursions and part-time instructor salaries departmental approval has to be obtained. In the case of excursions approval need only be obtained for excursions that take students outside their region, interstate or overseas.

In the case of part-time instructors departmental approval must be obtained before an instructor can be employed for more than 20 hours per week. In addition the hourly rate for the payment of instructors is fixed by the Public Service Board.

In all other areas the expenditure of funds must be according to the requirements of internal audit and Treasury.

4.3 Control and Support for School Financial Operations

With regard to the control of the funds raised by the schools as levies, there is no departmental intervention. The policy of the Department in the area is that control over the funds should be exercised by the School Council. However, the lack of appropriate legislation has prevented this approach from functioning effectively. In practice, the school principal (and faculty leaders) control the expenditure of the funds. An additional control is generally instituted in that the school has the school levy account audited annually.

With regard to government funds the ultimate control lies with the Education Department. All orders for goods, equipment, furniture, etc. are forwarded through the Department which checks to see that the school does not overspend in the various allocations.

At the present time the control of financial operations (government funds) at school level is centralised in the Head Office in Darwin. Thus all orders are forwarded to Darwin for -

i) check on budget

ii) placement.

Support of financial operations at the school level is done through the committee structure outlined in Part 1 of this section. This committee is responsible for the allocation of the government funds to individual schools within the five categories listed. Members of the committee are also available to offer assistance to

schools in the preparation of their budget within these categories. These estimates are a major factor that is considered in the allocation of funds to individual schools. As some members of the committee are regionally based, local information is generally accessible for budgeting and estimating.

NORTHERN TERRITORY: CATHOLIC SCHOOLS

Note: The information provided by the Diocesan Education Office of the Diocese of Darwin is presented as provided, that is, in summary form rather than under the headings used elsewhere in this publication.

1. The Catholic school system in the Northern Territory is responsible for the following schools:

St. John' Co-educational Secondary, Darwin
St. Mary's Primary, Darwin
St. Paul's Primary, Darwin
O.L.S.H. Primary, Alice Springs

St. Therese Girls' School, Bathurst Island)
Xavier Boys' School, Bathurst Island)
Mission School, Port Keats) Special schools
Mission School, Santa Teresa) for aboriginal
Mission School, Daly River) pupils

2. There is a Central Diocesan Education Office with a Director and small support staff.

3. A Diocesan Education Council with membership from teachers, parents and experts advises the Director.

4. Most schools have Parents and Friends' Associations interested in all aspects of each school.

5. Individual schools enjoy a great deal of local autonomy and principals and staff decide on horaria and curricula.

6. Financial management of mission schools is centralised. The remaining schools present an annual budget for approval by the Diocesan Education Council. The responsibility for the collection of fees, payment of teachers, etc., is vested in the local school.

ALL STATES: INDEPENDENT SCHOOLS

INTRODUCTORY COMMENTS

A. Non-systemic Independent Schools reveal a wide diversity of procedures by which they carry out their 'school-based decision-making'. This account, therefore, does not hold true in detail for all schools. In general outline, however, it is a reliable guide to the way in which decision-making occurs.

B. No specific distinction has been made between primary and secondary schools. The differences are slight though it should be pointed out that the role of the subject co-ordinators is at primary level usually carried out by the principal, vice-principal and one or two senior teachers.

1. GENERAL POLICY

1.1 Existing Practice and Attitudes - not applicable.

1.2 Past and Future Trends - not applicable.

1.3 Regional Developments - not applicable.

2. THE SCHOOL: WHO MAKES THE DECISIONS?

2.1 Participants in Decision-making at School Level

In non-systemic non-government schools, the principal's role is very similar to that of the managing director of a company; he is responsible for the day-to-day operation of the school and for the formulating and carrying out of educational policy. He has the authority to hire and fire his staff. In performing this task he consults widely with his staff (especially the senior members, both professional and administrative)most of whom remain at the school for ten years or more and are therefore keen to participate in policy planning.

He also consults students, but to a lesser extent, on fundamental educational policy. Student views are more useful, for instance, on school rules, on the role of sport and on school uniform than on curriculum develop-

ment - though students' critical comments on curriculum, timetabling, teaching methods, etc., are certainly taken into account.

In a fee-charging school, accountability is always an important factor. The parents, as the clients, can withdraw their children if they are not satisfied. Inevitably therefore, parents' opinions are taken seriously. The principal and his staff make themselves readily available to parents; this is particularly true of housemasters and form masters. (Not all independent schools have housemasters but they all have some form of pastoral care arrangement which involves tutors, group teachers, etc.)

Community participation varies widely between schools. Many independent schools draw their students from a wide area and therefore do not have community involvement in a strict geographical sense. This is not true, however, of most country schools where the community shares in the life of the school, though not normally in the detailed determination of educational policy.

2.2 Structures for Decision-making

The principal is appointed by the Governing Body (variously called School Council, School Board, Board of Governors, etc.). As indicated in 2.1 its role is similar to that of a Board of Directors of a company; it has a particular role in the areas of finance and property development. The principal attends all its meetings (and its sub-committee meetings, e.g. finance, property, public relations) and it is his responsibility to keep it fully informed on school affairs. Unless the school is in difficulties or the principal proves incompetent it is unlikely to interfere directly in the running of the school.

The composition of the governing bodies varies widely between schools. In general, members include representatives from the denomination (if the school is a church foundation), from the parents, from ex-students, sometimes from the staff and occasionally from the students. They include a mixture of business and professional people, clergymen and academics. Male members predominate, even in the governing bodies of girls' schools, but in recent years there has been a perceptible increase in female members.

Almost all schools have parents' associations. Apart from the central organisation there are quite often other groupings such as ladies' auxiliaries, music parents' associations, etc. The principal attends most or all of the meetings of these groups and thus keeps

in touch with parent attitudes to school policy. In addition, special meetings of parents are often called by the school to explain and discuss certain aspects of policy.

Almost all schools have some form of student representative council, very often consisting of both staff and students. Its role is usually advisory but it can have considerable influence on both educational and administrative policy in such areas as grounds and maintenance, extra-curricular activities, school rules, timetabling and curriculum.

3. SOME IMPORTANT AREAS: WHO MAKES THE DECISIONS?

3.1 Curriculum

a) Decisions on curriculum objectives are made by the principal, after consultation with staff and with the approval of the governing body.

b) Detailed syllabi (unless set externally), are constructed by the subject co-ordinators who are also responsible for text-book selection.

c) Provided the principal is confident that his subject co-ordinators are able and competent, a great deal of flexibility in curriculum determination is permitted.

d) It is the principal who is responsible for a change in the curriculum. He may himself initiate discussion with the subject co-ordinator(s) or the co-ordinators themselves may make the initial move.

e) The subject co-ordinator and some or all of the other teachers in the subject department participate in the development of new curricula. Outside experts are often consulted.

f) There is no supervision by external authorities except when a public exam is involved.

g) Independent Schools have not, in general, set up independent curriculum services. They make use of Department education centres, curricular and research branches, subject associations, etc.

h) In view of the diversity of Independent Schools, it is not possible to make any useful statement about planned future developments.

3.2 Assessment of Students' Achievements

Except where an external exam is involved, assessment is school-based. (In Victoria this was for some fifty years also true for many Independent Schools who were, subject to regular inspection, permitted to examine internally for the Leaving Certificate). Schools vary greatly in the degree to which they have formal exams; most do not use such methods below Form 4, though less formal testing takes place. It is a major responsibility of the subject co-ordinators to ensure the quality and standard of testing and examining.

3.3 Professional Staff

a) The principal determines staffing levels, staff-student ratios, etc. Any increase in 'establishment', involving additional finance, normally requires the approval of the governing body.'

b) Entry to the profession varies between States. In Victoria the Council of Public Education is responsible for the registration of teachers in Independent Schools.

c,d) The principal selects, appoints, promotes (and fires) staff (usually in consultation with subject co-ordinators, vice-principal etc.).

e) The principal is responsible for salaries which are either subject to a special award or are (usually) linked voluntarily with the Education Department scale. He is also responsible for working conditions though these are also in some States subject to an award. Superannuation policies are part of the responsibility of the governing body in consultation with the principal and the bursar.

f) Subject co-ordinators have direct responsibility for teaching standards in their department, but ultimately the responsibility rests with the principal. Regular inspection and reporting are not involved though classroom observation is used where necessary.

g) The principal, in consultation with senior staff, decides what in-service education and professional development activities take place and in which teachers participate.

3.4 Ancillary Staff

a) The bursar (who is himself responsible to the principal) is responsible for the selection, appointment and allocation of ancillary (that is, administrative) staff.

b) The bursar is also responsible for their supervision and for their salaries, working conditions, etc. (which are largely subject to external awards).

3.5 Specialist Staff

a,b,c) The principal is responsible for the selection and appointment of specialist staff (such as librarians, remedial teachers, etc.) and, through senior staff, for their supervision.

d) Specialist support staff (such as laboratory assistants) are often appointed by subject co-ordinators etc., acting under the authority of the principal.

3.6 School Buildings

a) Decisions about major additions and renovations are made by the governing body in close consultation with the principal and bursar. The property sub-committee of the governing body (which includes the principal or bursar) recommends to the governing body itself which is then also advised by the finance sub-committee on financial feasibility.

b,c,d) The governing body, advised by the property sub-committee, is responsible for the appointment of the architect and builder. Their supervision and control is in the hands of the bursar who keeps in close liaison with the property sub-committee.

e) Maintenance of buildings, grounds, ovals, etc., is the responsibility of the bursar. This includes cleaning, repairs, refurbishing, painting etc. Much of this is done in consultation with the principal and is subject to the annual budget allocation.

f) The principal is responsible for decisions concerning the use of facilities by the school itself and by outside bodies; in practice he delegates many of these decisions to the bursar.

3.7 School Supplies: Books, Materials, Equipment

a) A budget is drawn up annually and broad allocations are determined for capital and non-capital equipment in response to recommendations from the principal and bursar. These recommendations are based on requests from all departments of the school which have been sifted by the principal with the assistance of the bursar. It is the principal's responsibility to make the educational decisions which determine the allocation as between departments.

b) The subject co-ordinators are responsible for the selection of books and, with the help of the bursar, for the selection of educational equipment. The bursar is responsible for the selection of furniture.

c) Any restriction on the choice of suppliers is self-imposed in the interests of economy. The principal, with the advise of the bursar, takes responsibility for such decisions.

d) The principal, acting on the advice of the experts in the various departments, is responsible for standards and minimum resource levels.

e) The bursar is responsible for maintenance of equipment and has some authority to exercise control over its proper use.

4. FINANCE

4.1 Extent of Decisions made at School Level

All decisions are made at school level.

4.2 Restrictions on Decision-making

Except when government funding has occurred for specific capital projects (e.g. laboratories, libraries) there are no such restrictions.

4.3 Control and Support for School Finance Operations

Not applicable.

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